



GCSE AMPLIFIED ASSESSMENT GRID AND MARKING INSTRUCTIONS

Principles and Guidelines

Key Questions

Examiners will consider the following key points for all questions:

1. Is there a focus on and understanding of the question?
2. How much does the candidate know the text as a whole?

Key Messages

- The weightings of the AOs are not an indication of their quantity within a response. AO2 is a harder skill than AO1 therefore we would not expect to see 50% of a response consisting of AO2 even where the weighting for AO2 is 50%.
- Candidates will not be penalised for including contextual references in questions where AO3 is not assessed. An understanding of some contextual factors can be rewarded under AO1.
- Subject terminology such as 'phrase', 'sentence' and 'word' will be rewarded under AO2 along with a range of other terms.
- Implicit AO2 and short AO2 comments that go beyond feature spotting will be credited.
- The extract that is printed as part of the source based response is there to help the candidates. Examiners will mark the response to the question **as a whole**. Please refer to the amplified assessment grid for more detail.
- **Context will often be implicit and should be rewarded as such.** It can be taught and interpreted in a flexible way. Context can be about the time and place in which the author was writing and how these may have affected different aspects of the author's work. However it may also be explored through:
 - Social structures in the text
 - Relationships within the text
 - Locations within the text
 - An appreciation of cultural references and factors within the text
 - The genre of texts
 - Any other features which allow a reader to further understand the meaning of a text
- Candidates are expected to produce a balanced response to the poetry comparison. Where responses are unbalanced, candidates will be self-penalising as they will not be able to access the higher bands of AO1 and AO2 which require a sustained focus on the task.
- Comparison will be rewarded whether it is integrated or through a discrete paragraph, examiners are agnostic about the proportions of discussion devoted to each poem and to the style and structure of comparison. They will mark positively and mark what is there.
- In the unseen poetry section, candidates may or may not refer to the poem's effect on them personally but do need to talk about effects (on readers)
- Examiners are mindful that these are **unseen** poems and they will be rewarded as such.

SECTION A (SHAKESPEARE)

GENERIC ASSESSMENT OBJECTIVES GRIDS

Extract questions

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

Total 15 marks

Band	AO1:1a+b, AO1:2	AO2	Amplification of skills
5 13-15 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	• Perceptive / incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language • An understanding and appreciation of sub-text may well be evident • Very focused on the question asked and the response is well-structured and clear • Well judged, apt and often integrated references (indirect discussion or allusion to the extract) and quotations • Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure • Overview (where things fit into the bigger picture)
4 10-12 marks	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	• Thoughtful, more developed points, that make inferences and begin to evaluate • Keeps a clear focus on the question throughout the response • A wider range of references and details from across the extract that shows a secure understanding of the question and the extract • Apt, well chosen, supporting references and quotations • Secure, more developed explanations of the effects of language or form or structure

3 7-9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the extract but these may lack range <u>or</u> take a narrative approach by simply telling what happens in the extract • There will be relevant references to characters / events / ideas, although these may be paraphrased • Some comments on the effects of language or form or structure are likely at the top end of the band.
2 4-6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main characters / events / ideas, but there may be some misreadings • Some references / quotation / paraphrase which may begin to support the points made • A limited/narrow focus on key aspects of the extract with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques
1 1-3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references <u>or</u> there may be unselective use of quotations (e.g. copying out a section of the extract).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	

Essay questions

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in these questions.

This assessment also includes 5 marks for accuracy in spelling, punctuation and the use of vocabulary and sentence structures (AO4). There is a separate assessment grid for AO4.

Total marks 20+5		
Band	AO1:1a+b, AO1:2	AO2
5 17-20 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 13-16 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
		Amplification of skills
		- Perceptive / incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language - An understanding and appreciation of sub-text may well be evident - Very focused on the question asked and the response is well-structured and clear - Well judged, apt and often integrated references (indirect discussion or allusion to the play) and quotations - Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure - Overview (where things fit into the bigger picture)
		- Thoughtful, more developed points, that make inferences and begin to evaluate - Keeps a clear focus on the question throughout the response - A wider range of references and details from across the play that shows a secure understanding of the question and the play - Apt, well chosen, supporting references and quotations - Secure, more developed explanations of the effects of language or form or structure

3 9-12 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the play but these may lack range or take a narrative approach by simply telling the story • There will be relevant references to characters / events / ideas, although these may be paraphrased and not always direct quotations • Some comments on the effects of language or form or structure are likely at the top end of the band.
2 5-8 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main characters / events / ideas, but there may be some misreadings • Some references / quotation / paraphrase which may begin to support the points made • A limited/narrow focus on key aspects of the play with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques
1 1-4 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the poem).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	

AO4 Generic Mark Scheme

Level	Performance Descriptors
High Performance 4-5 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
Intermediate Performance 2-3 marks	In the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
Threshold Performance 1 mark	In the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
0 marks	Candidates do not reach the threshold performance outlined in the performance descriptor above.

SECTION B (POETRY)

Generic Assessment Objectives Grid

Question **7** **1**

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

Total marks 15

Band	AO1:1a+b, AO1:2	AO2	AO3	Amplification of skills
5 13-15 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences	- Perceptive /incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language - An understanding and appreciation of sub-text may well be evident - Very focused on the question asked and the response is well-structured and clear - Well judged, apt and often integrated references (indirect discussion or allusion to the poem) and quotations - Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure - Overview - References to contexts are used purposefully to illuminate aspects of the discussion.
4 10-12 marks	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by well-chosen direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	- Thoughtful, more developed points, that make inferences and begin to evaluate - Keeps a clear focus on the question throughout the response - A wider range of references and details from across the poem that shows a secure understanding of the question and the poem - Apt, well chosen, supporting references and quotations - Secure, more developed explanations of the effects of language or form or structure - References to contexts are relevant and linked to the focus of the question

3 7-9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the text but these may lack range or take a narrative approach by simply telling the story • There will be relevant references to themes / events / ideas, Some comments on the effects of language or form or structure are likely at the top end of the band. • Some explicit references to contexts but perhaps not always linked to the focus of the question (e.g. a 'bolted on' approach; generalised, sweeping statements; or inaccuracies)
2 4-6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main themes/ events / ideas, but there may be some misreadings • Some references / quotation / which may begin to support the points made • A limited/narrow focus on key aspects of the poem with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques • Comments on contexts are likely to be simple or implicit (e.g. addressed through characters or events)
1 1-3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the poem).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit	

SECTION B (POETRY)

Generic Assessment Objectives Grid

Question **7 2**

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

Total: 25 marks

Band	AO1:1a+b, AO1:2	AO2	AO3	Amplification
5 21-25 marks	Comparison is critical, illuminating and sustained across AO1, AO2 and AO3. There will be a wide ranging discussion of the similarities and/or differences between the poems. Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the texts critically; show a perceptive understanding of the texts, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the texts, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure, make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Wide ranging and insightful comparison • Perceptive /incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language • An understanding and appreciation of sub-text may well be evident • Very focused on the question asked and the response is well-structured and clear • Well judged, apt and often integrated references (indirect discussion or allusion to the poem) and quotations • Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure • Overview • References to contexts are used purposefully to illuminate aspects of the discussion.
4 16-20 marks	Comparison is focussed, coherent and sustained across AO1, AO2 and AO3. There will be a clear discussion of the similarities and/or differences between the poems. Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the texts, with considerable engagement; support and justify their responses by well-chosen direct reference to the texts, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure, make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Focused and sustained comparison • Thoughtful, more developed points, that make inferences and begin to evaluate • Keeps a clear focus on the question throughout the response • A wider range of references and details from across the poem that shows a secure understanding of the question and the poem • Apt, well chosen, supporting references and quotations • Secure, more developed explanations of the effects of language or form or structure • References to contexts are relevant and linked to the focus of the question

3 11-15 marks	Comparison is focussed across AO1, AO2 and AO3 with some valid discussion of the similarities and/or differences between the poems. Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the texts, with engagement; support and justify their responses by appropriate direct reference to the texts, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure, make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	Some straightforward yet valid points of comparison but not always sustained • Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the text but these may lack range or take a narrative approach by simply telling the story • There will be relevant references to themes / events / ideas, Some comments on the effects of language or form or structure are likely at the top end of the band. • Some explicit references to contexts but perhaps not always linked to the focus of the question (e.g. a 'bolted on' approach; generalised, sweeping statements; or inaccuracies)
2 6-10 marks	Comparison is general with some discussion of the obvious similarities and/or differences between the poems. Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the texts, with some engagement; support and justify their responses by some direct reference to the texts, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure, may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Simple and brief points of comparison • Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main themes/ events / ideas, but there may be some misreadings • Some references / quotation / which may begin to support the points made • A limited/narrow focus on key aspects of the poem with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques • Comments on contexts are likely to be simple or implicit (e.g. addressed through characters or events)
1 1-5 marks	Comparison is very limited. There may be a basic awareness of the obvious similarities and/or differences between the poems. Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the texts, with a little engagement; may support and justify their responses by some general reference to the texts, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure, may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Comparison is simplistic and may not be evident at this level • Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the poem).
-0 marks	Nothing worthy of credit	Nothing worthy of credit	Nothing worthy of credit	

SECTION A (POST-1914 PROSE/DRAMA) GENERIC ASSESSMENT OBJECTIVES GRIDS

Questions 0 1 to 1 0

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in this question.

This assessment also includes 5 marks for accuracy in spelling, punctuation and the use of vocabulary and sentence structures (AO4). There is a separate assessment grid for AO4.

Total marks 35+5

Band	AO1:1a+b, AO1:2	AO2	Amplification of skills
5 29-35 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	• Perceptive / incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language • An understanding and appreciation of sub-text may well be evident • Very focused on the question asked and the response is well-structured and clear • Well judged, apt and often integrated references (indirect discussion or allusion to the text) and quotations • Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure • Overview (where things fit into the bigger picture)
4 22-28 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	• Thoughtful, more developed points, that make inferences and begin to evaluate • Keeps a clear focus on the question throughout the response • A wider range of references and details from across the text that shows a secure understanding of the question and the text • Apt, well chosen, supporting references and quotations • Secure, more developed explanations of the effects of language or form or structure

3 15-21 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the text but these may lack range <u>or</u> take a narrative approach by simply telling the story • There will be relevant references to characters / events / ideas, although these may be paraphrased and not always direct quotations • Some comments on the effects of language or form or structure are likely at the top end of the band.
2 8-14 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main characters / events / ideas, but there may be some misreadings • Some references / quotation / paraphrase which may begin to support the points made • A limited/narrow focus on key aspects of the text with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques
1 1-7 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references <u>or</u> there may be unselective use of quotations (e.g. copying out a section of the extract).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	

SECTION B (19TH CENTURY PROSE)

GENERIC ASSESSMENT OBJECTIVES GRID

Questions **2** **1** to **2** **6**

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1, AO2 and AO3 are equally weighted in this question.

Total marks 40			
Band	AO1:1a+b, AO1:2	AO2	AO3
5 33-40 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
			• Perceptive / incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language • An understanding and appreciation of sub-text may well be evident • Very focused on the question asked and the response is well-structured and clear • Well judged, apt and often integrated references (indirect discussion or allusion to the text) and quotations • Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure • Overview (where things fit into the bigger picture) • References to contexts are used purposefully to illuminate aspects of the discussion.
4 25-32 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	• Thoughtful, more developed points, that make inferences and begin to evaluate • Keeps a clear focus on the question throughout the response • A wider range of references and details from across the text that shows a secure understanding of the question and the text • Apt, well chosen, supporting references and quotations • Secure, more developed explanations of the effects of language or form or structure • References to contexts are relevant and linked to the focus of the question

3 17-24 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the text but these may lack range or take a narrative approach by simply telling the story • Points may be repeated • There will be relevant references to characters / events / ideas, although these may be paraphrased and not always direct quotations • Some comments on the effects of language or form or structure are likely at the top end of the band. • Some explicit references to contexts but perhaps not always linked to the focus of the question (e.g. a 'bolted on' approach; generalised, sweeping statements; or inaccuracies)
2 9-16 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main characters / events / ideas, but there may be some misreadings • Some references / quotation / paraphrase which may begin to support the points made • A limited/narrow focus on key aspects of the text with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques • Comments on contexts are likely to be simple or implicit (e.g. addressed through characters or events)
1 1-8 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the extract). • Comments on contexts are likely to be very brief, implicit or even not present.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	Nothing worthy of credit.	

SECTION C (UNSEEN POETRY)

Generic Assessment Objectives Grid

Question 3 1

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

Total marks 15			
Band	AO1:1a+b, AO1:2	AO2	Amplification of skills
5 13-15 marks	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	- Perceptive /incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language - An understanding and appreciation of sub-text may well be evident - Very focused on the question asked and the response is well-structured and clear - Well judged, apt and often integrated references (indirect discussion or allusion to the poem) and quotations - Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure - Overview (where things fit into the bigger picture)
4 10-12 marks	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	- Thoughtful, more developed points, that make inferences and begin to evaluate - Keeps a clear focus on the question throughout the response - A wider range of references and details from across the poem that shows a secure understanding of the question and the poem - Apt, well chosen, supporting references and quotations - Secure, more developed explanations of the effects of language or form or structure

3 7-9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	• Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the poem but these may lack range or take a narrative approach by simply saying what happens • There will be relevant references to themes / events/ideas • Some comments on the effects of language or form or structure are likely at the top end of the band.
2 4-6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	• Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main themes / events / ideas, but there may be some misreadings • Some references / quotation / which may begin to support the points made • A limited/narrow focus on key aspects of the poem with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques
1 1-3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	• Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the poem).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	

SECTION C (UNSEEN POETRY)

Generic Assessment Objectives Grid

Question **3** **2**

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

Total: 25 marks		
Band	AO1:1a+b, AO1:2	AO2
5 21-25 marks	Comparison is critical, illuminating and sustained across AO1 and AO2. There will be a wide ranging discussion of the similarities and/or differences between the poems. Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
		• Wide ranging and insightful comparison • Perceptive /incisive/ sharp/ evaluative points, perhaps offering alternative interpretations using tentative language • An understanding and appreciation of sub-text may well be evident • Very focused on the question asked and the response is well-structured and clear • Well judged, apt and often integrated references (indirect discussion or allusion to the poem) and quotations • Detailed / sensitive / insightful / forensic analysis of the effects of language or form or structure • Overview (where things fit into the bigger picture)
4 16-20 marks	Comparison is focussed, coherent and sustained across AO1 and AO2. There will be a clear discussion of the similarities and/or differences between the poems. Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and justify their responses by well-chosen direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.
		• Focused and sustained comparison • Thoughtful, more developed points, that make inferences and begin to evaluate • Keeps a clear focus on the question throughout the response • A wider range of references and details from across the poem that shows a secure understanding of the question and the poem • Apt, well chosen, supporting references and quotations • Secure, more developed explanations of the effects of language or form or structure

3 11-15 marks	Comparison is focussed across AO1 and AO2 with some valid discussion of the similarities and/or differences between the poems. Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	• Some straightforward yet valid points of comparison but not always sustained • Clear but undeveloped points perhaps lacking in inference • Response not always focused on the question • Understanding of the main characters/events/ideas • Starts to make references from across the poem but these may lack range or take a narrative approach by simply saying what happens • There will be relevant references to themes / events/ideas • Some comments on the effects of language or form or structure are likely at the top end of the band.
2 6-10 marks	Comparison is general with some discussion of the obvious similarities and/or differences between the poems. Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	• Simple and brief points of comparison • Discussion will be undeveloped and may be unclear • Simple / generalised / surface comments when responding to the question • Awareness of some of the main themes / events / ideas, but there may be some misreadings • Some references / quotation / which may begin to support the points made • A limited/narrow focus on key aspects of the poem with a lack of breadth • Comments on language or form or structure are likely to be implicit (if present at all) and may include spotting of techniques
1 1-5 marks	Comparison is very limited. There may be a basic awareness of the obvious similarities and/or differences between the poems. Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	• Comparison is simplistic and may not be evident at this level • Limited and basic • Lacks coherence (may not always make sense) • Likely to be brief or irrelevant • There may be no supporting quotations or references or there may be unselective use of quotations (e.g. copying out a section of the poem).
0 marks	Nothing worthy of credit.	Nothing worthy of credit.	