

Teacher Resource Bank

GCE English Literature A

Coursework Assessment Criteria:

- Unit 2 – Creative Study LITA2 - Drama Task



**Coursework Assessment Criteria: Unit 2
Creative Study LITA2 DRAMA TASK**

	AO1 – 4%	AO2 – 4%	AO3 – 10%	AO4 – 2%
	<p>Articulate creative, informed and relevant responses to literary text(s), using appropriate terminology and concepts, and coherent, accurate written expression</p> <p style="text-align: right;">6/30</p>	<p>Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary text(s)</p> <p style="text-align: right;">6/30</p>	<p>Explore connections and comparisons between different literary text(s), informed by interpretations of other readers</p> <p style="text-align: right;">15/30</p>	<p>Demonstrate understanding of the significance and influence of the contexts in which literary text(s) are written and received</p> <p style="text-align: right;">3/30</p>
<p>Band 4</p> <p>Marks 28-30</p>	<p>Sophisticated, perceptive and analytical level of knowledge and understanding</p> <p>Creates and sustains very well-organised sophisticated, cogent, mature and coherent argument showing an overview of text</p> <p>Highly appropriate terminology used to support informed interpretations</p> <p>Extremely well-structured and organised writing using totally appropriate</p>	<p>Sophisticated, perceptive analysis of significant aspects of form, structure and language in literary text(s)</p> <p>Sophisticated, perceptive exploration and critical analysis of how writers utilise technique to create meaning</p> <p>Extremely detailed reference to text(s) and sources will support responses</p> <p><i>Excellent range of well-chosen and effective</i></p>	<p>Sophisticated, perceptive analysis and evaluation of connections or points of comparison between literary text(s)</p> <p>Sophisticated, perceptive and analytical understanding of different readings and interpretations</p> <p>Sophisticated, perceptive and analytical response to the views of others</p> <p><i>Extremely impressive sense of sensitive, mature engagement with text(s)/task.</i></p>	<p>Sophisticated, perceptive exploration and analysis of the significance of the relationships between specific literary text(s) and their contexts, making sophisticated comparisons</p> <p>Sensitive, mature, evaluation of the influence of culture, text type, literary genre or historical period on the ways in which literary text(s) were written and were – and are - received</p>

	<p>critical and academic register</p> <p>Confident, challenging and original personal voice showing mastery of text(s)</p> <p><i>Writing is stylish, controlled and convincing, and gives pleasure to the reader</i></p> <p><i>Thorough, ambitious and conceptualised argument throughout</i></p>	<p><i>quotations and references which demonstrate conceptualised and mature understanding</i></p>	<p><i>Convincing sense of candidate comprehensively evaluating and assessing the views of others, disagreeing as well as agreeing with critical views; very effective sense of ambitious, conceptualised and often personal critical opinion emerging.</i></p> <p><i>Judicious, selective sensitive, frequently creative coverage and use of chosen text(s)</i></p>	<p><i>Several contexts considered and assessed selectively, confidently and sensitively, showing an extremely high level of conceptualised and mature understanding</i></p>
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<p>Band 4</p> <p>Marks 24-27</p>	<p>Secure, detailed and systematic knowledge and understanding</p> <p>Creates and sustains a secure, detailed and systematic argument</p> <p>Well chosen terminology used to support informed interpretations</p> <p>Structured and organised writing using appropriate critical register</p> <p>Confident, cogent personal voice</p> <p><i>Writing is very clear and well-organised. Thoroughly sound, secure and well developed argument</i></p>	<p>Secure, detailed and systematic analysis of significant aspects of form, structure and language in literary text(s)</p> <p>Secure, detailed and systematic exploration through detailed and sophisticated critical analysis of how writers utilise techniques to create meaning</p> <p>Secure, detailed and systematic references to text(s) and sources will support responses</p> <p><i>Very good range of well-chosen and effective quotations and references which demonstrate a very thorough and thoughtful level of understanding</i></p>	<p>Secure, detailed and systematic analysis and evaluation of connections or points of comparison between literary text(s)</p> <p>Secure, detailed and systematic understanding of different readings and interpretations</p> <p>Secure, detailed and systematic response to the views of others</p> <p><i>Full engagement with text(s)/task. Convincing sense of candidate comprehensively evaluating and assessing the views of others, disagreeing as well as agreeing with critical views; very effective sense of debate emerging</i></p> <p><i>Thoughtful, selective, sensitive, frequently creative coverage and use of chosen text(s)</i></p>	<p>Secure, detailed and systematic exploration and analysis of the significance of the relationships between specific literary text(s) and their contexts, making sophisticated comparisons</p> <p>Secure, detailed and systematic evaluation of the influence of culture, text type, literary genre or historical period on the ways in which literary text(s) were written and were – and are – received</p> <p><i>Several contexts considered and assessed securely and thoroughly, showing a very high level of understanding</i></p>
<p>Band 3</p> <p>Marks 20-23</p>	<p>Appropriate, effective knowledge and understanding</p> <p>Appropriate, effective use of terminology with</p>	<p>Appropriate, effective identification of relevant aspects of form, structure and language in literary text(s)</p>	<p>Appropriate, effective exploration of links and connections between literary text(s) with sustained and well-chosen</p>	<p>Appropriate, effective understanding of relationships between specific literary text(s) and contexts</p>

	<p>good examples to support informed interpretations</p> <p>Appropriate, effective, well-structured and organised language used to communicate content and meaning</p> <p>Expressive, controlled and accurate writing</p> <p><i>Writing is clear and easy to follow. Though there may be very infrequent patches of less effective writing, in general there is a real sense of a secure and developing argument</i></p>	<p>Appropriate, effective exploration of how writers use specific aspects of technique to shape meaning</p> <p>Appropriate, effective and worthwhile references to relevant text(s) and sources will support responses</p> <p><i>Several well chosen and effective quotations / references which demonstrate clear and thorough understanding</i></p>	<p>references to specific features</p> <p>Appropriate, effective understanding of views expressed in other readings or interpretations</p> <p><i>Sense that candidate has fully engaged with text(s)/task and is working with the views of others, perhaps having the confidence to adopt a personal critical stance; effective sense of debate emerging; Effective, selective and sensitive coverage of chosen text(s)</i></p>	<p>Appropriate, effective evaluation of the influence of culture, text type, literary genre or historical period on the ways in which literary text(s) were written and were – and are – received</p> <p><i>Several contexts considered and assessed effectively and sensibly</i></p>
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<p>Band 3</p> <p>Marks 16-19</p>	<p>Relevant, clear knowledge and understanding</p> <p>Relevant, clear and appropriate terminology with useful examples to support informed interpretations</p> <p>Increasingly coherent, structured and organised language used to communicate content and meaning</p> <p>Increasingly expressive, controlled and accurate writing</p> <p><i>Writing is clear and easy to follow. Though there may be occasional patches of less effective writing, in general there is a promising sense of a developing argument</i></p>	<p>Relevant, clear discussion of aspects of literary form, structure and language</p> <p>Relevant, clear exploration of writers' techniques, with relevant comment on several specific aspects with reference to how style shapes meaning</p> <p>A number of relevant, clear references to text(s) and sources will support responses</p> <p><i>Several well-chosen quotations / references which demonstrate clear and detailed understanding</i></p>	<p>Relevant, clear and increasingly systematic exploration of links and connections between literary text(s) with sustained reference to specific features</p> <p>Relevant, clear and increasingly analytical understanding of views expressed in other readings or interpretations</p> <p><i>Sense that candidate has successfully engaged with text(s)/task and is working with the views of others; a clear sense of debate and/or personal critical opinion emerging; Sensitive coverage of chosen text(s)</i></p>	<p>Relevant, clear understanding of relationships between specific literary text(s) and contexts</p> <p>Relevant, clear evaluation of the influence of culture, text type, literary genre or historical period on the ways in which literary text(s) were written and were – and are – received</p> <p><i>One or more contexts are being considered effectively and sensibly</i></p>
<p>Band 2</p> <p>Marks 12-15</p>	<p>Straightforward knowledge and understanding</p> <p>Appropriate terminology with some examples to support interpretations</p> <p>Straightforward</p>	<p>Straightforward discussion of aspects of literary form, structure and language</p> <p>Some awareness of writers' techniques, with comment on some specific</p>	<p>Straightforward links and connections between literary text(s), referring to specific features</p> <p>Straightforward and mainly relevant response</p>	<p>Straightforward understanding of the relationships between text(s) and their contexts with straightforward comment on how culture, text</p>

	<p>and mainly accurate language used to communicate content and meaning</p> <p>Mainly generalised approach <i>Writing is clear enough to follow, though may lack cohesion across paragraphs; it may tend to offer lists and lack a clear sense of a developing argument</i></p>	<p>aspects with reference to how style shapes meaning</p> <p>A number of references to text(s) will support responses</p> <p><i>A number of quotations / references which demonstrate some better understanding</i></p>	<p><i>Sense that candidate has engaged with text(s)/task and is beginning to see some useful points of similarity and difference between the chosen text(s). Some promising links, though may to be under-developed</i></p>	<p>type, literary genre or historical period may influence the reading of literary text(s)</p> <p><i>Context possibly still 'bolted on', but growing sense that candidate has engaged with text(s)/task and is beginning to make some useful contextual points; a sense that context is broadly understood</i></p>
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<p>Band 2</p> <p>Marks 8-11</p>	<p>Some superficial knowledge and understanding</p> <p>Some use of appropriate terminology with examples to support interpretations</p> <p>Mainly accurate language used to communicate content and meaning but several lapses still here</p> <p>Generalised approach</p> <p><i>Writing is usually clear enough to follow, though may lack cohesion across paragraphs; may tend to offer lists and lack much sense of a developing argument</i></p>	<p>Some superficial description of aspects of literary form, structure and language</p> <p>Some superficial awareness of writers' techniques, with comment on one or two specific aspects of style with reference to how they shape meaning</p> <p>A number of references to text(s) will support responses</p> <p><i>Quotations / references begin to demonstrate some better understanding</i></p>	<p>Some superficial links and connections between literary text(s), referring to one or two specific if simple features</p> <p>Superficial views expressed in a mostly relevant response</p> <p>Sense that candidate has tried to engage with text(s)/task and is seeing some points of similarity and difference between the chosen text(s)</p> <p><i>Some links, though mainly superficial / general</i></p>	<p>Some superficial understanding of the relationships between text(s) and their contexts with simple comment on how culture, text type, literary genre or historical period may influence the reading of literary text(s)</p> <p><i>Context mainly obvious and/or general; may be 'bolted on' or only partially relevant, but some awareness here</i></p>
<p>Band 1</p> <p>Marks 5-7</p>	<p>Limited, basic knowledge and understanding</p> <p>Limited use of appropriate terminology</p> <p>Inconsistent and/or inaccurate line of argument with unsupported assertion</p> <p>Frequent lapses in written communication</p> <p><i>Writing may be</i></p>	<p>Limited, basic identification of a few aspects of literary form, structure and language</p> <p>Limited references to text(s) used to support own response</p> <p>Limited understanding of the parameters and key characteristics of literary genres</p>	<p>Limited links and connections between literary text(s), referring to basic features</p> <p>Limited views expressed in a basic way</p> <p>Basic and generalised response</p> <p><i>Few meaningful links beyond the obvious and/or general; often uneven and</i></p>	<p>Limited understanding of dramatic contexts through basic description of culture, text type, or historical period</p> <p><i>Few meaningful comments about contexts beyond the obvious and/or general; may be 'bolted on' or irrelevant</i></p>

	<i>very hard to follow at times; meaning may be largely obscured by technical errors</i>	<i>Few quotations / textual references; may be poorly chosen; candidate usually unable to analyse them</i>	<i>unequal coverage of chosen text(s)</i>	
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<p>Band 1 Marks 1-4</p>	<p>Rudimentary knowledge and understanding</p> <p>Rudimentary use of appropriate terminology</p> <p>Inaccurate and unclear argument with lack of support</p> <p>Many lapses in written communication</p> <p><i>Writing may be impossible to follow at times; meaning may be obscured by technical errors</i></p>	<p>Rudimentary identification of a few aspects of literary form, structure and language</p> <p>Rudimentary references to text(s) used to support own response</p> <p><i>Few if any quotations or textual references; those present may be poorly chosen or irrelevant; candidate unable to analyse them</i></p>	<p>Rudimentary links and connections between literary text(s), referring to superficial features</p> <p>Rudimentary and generalised response</p> <p><i>Few if any meaningful links beyond the obvious, simplistic and/or general; usually uneven and unequal coverage of chosen text(s)</i></p>	<p>Rudimentary understanding of dramatic contexts through simplistic description of culture, text type, or historical period</p> <p><i>Few if any meaningful comments about contexts beyond the obvious and/or general; usually 'bolted on' or irrelevant</i></p>
<p>Band 1 Mark 0</p>	<p>Nothing written or handed in</p>	<p>Nothing written or handed in</p>	<p>Nothing written or handed in</p>	<p>Nothing written or handed in</p>