

Teacher Resource Bank

GCE English Literature A

Coursework Assessment Criteria:

- Unit 2 – Creative Study LITA2 – Prose Interpretation Task



**Coursework Assessment Criteria: Unit 2
Creative Study LITA2 PROSE INTERPRETATION TASK**

	<p>AO1 – 8% of AS</p> <p><i>Articulate creative, informed and relevant responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression</i></p> <p>12/30</p>	<p>AO2 - 10% of AS</p> <p><i>Demonstrate detailed critical understanding in analysing the ways in which form, structure and language shape meanings in literary texts</i></p> <p>15/30</p>	<p>AO4 – 2% of AS</p> <p><i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i></p> <p>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, coherent argument showing an overview of text</p> <p>Highly appropriate terminology used to support informed interpretations</p> <p>Extremely well</p>	<p>Sophisticated, perceptive analysis of significant aspects of form, structure and language in literary texts</p> <p>Sophisticated, perceptive exploration and critical analysis of how writer's use of form, structure and language creates meaning</p> <p>Extremely detailed reference to texts showing command of text and sources to</p>	<p>Sophisticated, perceptive exploration and analysis of the significance of the relationships between specific literary texts 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 texts were written and were – and are - received</p>

	<p>structured and organised writing using totally appropriate critical and academic register</p> <p>Confident, challenging and original personal voice showing mastery of texts</p> <p><i>Writing is stylish, controlled and convincing, and gives pleasure to the reader. Thorough, ambitious and conceptualised argument throughout</i></p>	<p>support responses</p> <p><i>Excellent range of well chosen and effective quotations and references which demonstrate conceptualised and mature understanding</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 texts</p> <p>Secure, detailed and systematic exploration through detailed and sophisticated critical analysis of how writer's use of aspects of style / technique create meaning</p> <p>Secure, detailed and systematic references to texts and sources to 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 exploration and analysis of the significance of the relationships between specific literary texts 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 texts 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 and effective knowledge and understanding</p> <p>Appropriate, effective use of terminology with good examples to support informed interpretations</p>	<p>Appropriate and effective identification of relevant aspects of form, structure and language in literary texts</p> <p>Appropriate, effective exploration of how writer's use</p>	<p>Appropriate and effective understanding of relationships between specific literary texts and contexts</p> <p>Appropriate, effective evaluation of the influence of culture, text type, literary genre or</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>of specific aspects of style / technique shapes meaning</p> <p>Appropriate, effective and worthwhile references to relevant texts and sources to support responses</p> <p><i>Several well chosen and effective quotations / references which demonstrate clear and thorough understanding</i></p>	<p>historical period on the ways in which literary texts 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 writer's techniques, with relevant comment on several specific examples with reference to how style shapes meaning</p> <p>A number of relevant clear references to texts and sources to support responses</p> <p><i>Several well chosen quotations / references which demonstrate clear and detailed understanding</i></p>	<p>Relevant, clear understanding of relationships between specific literary texts 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 texts were written and were – and are – received</p> <p><i>One or more contexts are being considered effectively and sensibly</i></p>
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<p>Band 2 Marks 8-11</p>	<p>Some superficial knowledge and understanding</p> <p>Some use of appropriate though simple terminology with examples to support interpretations</p> <p>Mainly accurate language used to communicate content & 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; candidates may tend to list features of text 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 writer's techniques, with comment on one or two specific examples with reference to how they shape meaning</p> <p>A number of references to texts to support responses</p> <p><i>Quotations / references begin to demonstrate some basic, valid, simple understanding</i></p>	<p>Some superficial understanding of the relationships between texts and their contexts with simple comment on how culture, text type, literary genre or historical period may influence the reading of literary texts</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 Marks 5-7</p>	<p>Limited, basic knowledge and understanding</p> <p>Limited use of appropriate terminology</p> <p>Inconsistent and/or largely inaccurate line of argument with unsupported</p>	<p>Limited, basic identification of a few aspects of literary form, structure and language</p> <p>Limited references to texts to support own response</p> <p>Assertive references to some aspects of</p>	<p>Limited, basic understanding of context through simplistic or assertive description of culture, text type, literary genre or historical period</p> <p><i>Few meaningful comments about context beyond the obvious and/or general;</i></p>

	<p>assertion</p> <p>Frequent lapses in written communication</p> <p><i>Writing may be very hard to follow at times; meaning may be largely obscured by technical errors</i></p>	<p>text and how style shapes meaning</p> <p><i>Few quotations / textual references; may be poorly chosen; candidate usually unable to analyse them</i></p>	<p><i>may be 'bolted on' or irrelevant</i></p>
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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>Assertions about text maybe based in error.</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 texts 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 text in terms of form, structure and language</i></p>	<p>Rudimentary understanding of context through simplistic description of culture, or identification of text type, literary genre or historical period</p> <p><i>Few if any meaningful comments about context 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>