

## Teacher Resource Bank

GCE English Literature A

Coursework Assessment Criteria:

- Unit 2 – Creative Study LITA2 – Creative Transformational Writing



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

	<p><b>AO1 – 8% of AS</b></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><b>12/30</b></p>	<p><b>AO2 - 10% of AS</b></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><b>15/30</b></p>	<p><b>AO4 – 2% of AS</b></p> <p><i>Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received</i></p> <p><b>3/30</b></p>
<p><b>Band 4</b></p> <p><b>Marks 28-30</b></p>	<p><b>Sophisticated, perceptive and analytical</b> knowledge and understanding of source text</p> <p>Creates and sustains a compelling and utterly believable transformational “voice”</p> <p>Sophisticated, expressive, effective, well- structured, well-organised language illustrative of the source text allowing candidate to show an overview and mastery of source text</p> <p><i>Writing is stylish, controlled and convincing, and gives pleasure to the reader. Thorough, ambitious and conceptualised throughout</i></p>	<p><b>Sophisticated, perceptive transformational</b> re-casting and presentation of significant aspects of form, structure and language in source text</p> <p>Sophisticated, detailed, perceptive exploration of techniques used by writer of source text, with relevant specific aspects assimilated by candidate to show how form, structure and language shape meaning</p> <p><i>Excellent range of well- chosen textual features and references from source text which demonstrate conceptualised and mature understanding of how form, structure and language shape</i></p>	<p><b>Sophisticated, perceptive</b> exploration and assimilation of source text and most of its major contexts in terms of the influence of culture, text type, literary genre and historical period.</p> <p><i>Many interesting contexts considered and assessed selectively, confidently and sensitively, showing an extremely high level of conceptualised and mature understanding</i></p>

		<i>meaning</i>	
<p><b>Band 4</b></p> <p><b>Marks 24-27</b></p>	<p><b>Secure, detailed and systematic</b> knowledge and understanding of the source text</p> <p>Creates and sustains a secure, believable, interesting transformational “voice” throughout</p> <p>Sophisticated, expressive, effective, well-structured and well-organised language illustrative of the source text used to communicate content and meaning</p> <p><i>Writing is clear and easy to follow demonstrating a real sense of the development of a cogent, informed understanding of the presentation of character and the style of the source text</i></p>	<p><b>Secure, detailed and systematic</b> transformational re-casting and presentation of significant aspects of form, structure and language in source text</p> <p>Secure, detailed and sophisticated exploration of techniques used by writer of source text, with relevant specific aspects assimilated by candidate to show how form, structure and language shape meaning</p> <p><i>Very good range of well-chosen and effective textual features from source text will be presented in a clear, detailed response which demonstrates an excellent critical understanding of the ways in which form, structure and language shape meaning</i></p>	<p><b>Secure, detailed, systematic</b> exploration and assimilation of source text and many of its major contexts in terms of the influence of culture, text type, literary genre and historical period.</p> <p><i>Many important and interesting contexts considered and assessed in a sophisticated evaluation by candidate</i></p>

<p><b>Band 3</b> <b>Marks</b> <b>20-23</b></p>	<p><b>Appropriate and effective</b> knowledge and understanding of the source text</p> <p>Appropriate, effective assimilation and incorporation of key ideas from source text illustrated with helpful examples to support the creative interpretation presented by candidate.</p> <p>Transformational “voice” believable and interesting</p> <p>Appropriate, expressive, effective, well-structured and well-organised language illustrative of the source text used to communicate content and meaning</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 the development of a cogent, informed understanding of the presentation of character and the style of the source text</i></p>	<p><b>Appropriate and effective</b> assimilation of relevant and key aspects of form, structure and language in source text texts</p> <p>Appropriate, effective, interesting exploration of techniques used by writer of source text, with relevant specific aspects assimilated by candidate to show how form, structure and language shape meaning</p> <p><i>A range of well chosen effective, pertinent and believable textual features from source text will be presented in a clear, detailed and interesting response which demonstrates a very good critical understanding of the ways in which form, structure and language shape meaning</i></p>	<p><b>Appropriate and effective</b> understanding of and assimilation of source text and many of its major contexts in terms of the influence of culture, text type, literary genre and historical period.</p> <p><i>Several important and interesting contexts considered and assessed effectively and sensibly by candidate</i></p>
<p><b>Band 3</b> <b>Marks</b> <b>16-19</b></p>	<p><b>Relevant, clear</b> knowledge and understanding of the source text</p> <p>Relevant, clear and appropriate assimilation of key</p>	<p><b>Relevant, clear</b> assimilation of aspects of literary form, structure and language of the source text</p> <p>Relevant, clear</p>	<p><b>Relevant, clear</b> understanding and assimilation of source text and several of its major contexts in terms of the influence of culture, text type, literary genre and</p>

	<p>ideas from source text illustrated with helpful examples to support the creative interpretation presented by candidate.</p> <p>Transformational “voice” convincing and believable</p> <p>Increasingly coherent, structured and organised language appropriate to the source text used to communicate content and meaning</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 the development of a cogent, informed understanding of the presentation of character and the style of the source text</i></p>	<p>exploration of techniques used by writer of source text, with relevant specific aspects assimilated by candidate to show how form, structure and language shape meaning</p> <p><i>Frequent, pertinent and believable textual features from source text will be presented in a clear and detailed response which demonstrates a good critical understanding of the ways in which form, structure and language shape meaning</i></p>	<p>historical period.</p> <p><i>Candidate makes several meaningful contextual connotations which are clearly assimilated and understood</i></p>
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<p><b>Band 2</b> <b>Marks</b> <b>12-15</b></p>	<p><b>Straightforward</b> knowledge and understanding of the source text</p> <p>Appropriate use of a convincing register of the source text showing some awareness of source text's key ideas</p> <p>Transformational "voice" mainly convincing / believable showing accurate assimilation of language used to communicate content and meaning in source text</p> <p><i>Writing is clear enough to follow, though may lack a clear sense of development of character or assimilation of style</i></p>	<p><b>Straightforward</b> assimilation of aspects of literary form, structure and language of the source text</p> <p>Some awareness of techniques used by writer in source text, with several specific aspects assimilated by candidate showing some understanding of how form, structure and language shape meaning</p> <p><i>Several pertinent believable textual echoes utilised but not all examples will be well-chosen; candidate will be able to assimilate text in terms of form, structure and language on a number of occasions</i></p>	<p><b>Straightforward</b> understanding of several of the contexts of the source text</p> <p><i>Several meaningful contextual observations and references which are broadly understood</i></p>
<p><b>Band 2</b> <b>Marks</b> <b>8-11</b></p>	<p>Some <b>superficial</b> knowledge and understanding of the source text</p> <p>Some superficial use of a convincing register of the source text</p> <p>Transformational "voice" sometimes believable/convincing</p> <p>Occasionally accurate recreation of the language of the source text used to communicate content and meaning</p> <p>Generalised approach with only vague purpose</p>	<p>Some <b>superficial</b> assimilation of aspects of literary form, structure and language of the source text</p> <p>Some superficial awareness of techniques used by writer in source text, with one or two specific aspects assimilated by candidate to show a little understanding of how form, structure and language shape meaning</p> <p><i>One or two pertinent and believable textual echoes will be</i></p>	<p>Some <b>superficial</b> understanding of one or two contexts of source text</p> <p><i>Several meaningful but obvious and rather basic contextual observations or references</i></p>

	<p>detectable; not much idea of source text's key ideas</p> <p><i>Writing is usually clear enough to follow but meaning may be occasionally obscured by unintentional technical errors or may lack cohesion across sections / paragraphs</i></p>	<p><i>present but examples will not always be well-chosen; candidate will be occasionally able to assimilate text in terms of form, structure and language</i></p>	
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<p><b>Band 1</b> <b>Marks</b> <b>5-7</b></p>	<p><b>Limited, basic</b> knowledge and understanding of source text</p> <p>Largely inaccurate and uncertain transformational “voice”</p> <p>Frequent technical lapses in trying to emulate the communication style of the source text</p> <p><i>Writing may be very hard to follow at times; meaning may be largely obscured by unintentional technical errors</i></p>	<p><b>Limited, basic</b> identification of a few aspects of literary form, structure and language of source text</p> <p><i>A few textual echoes may be present but will usually be poorly chosen; candidate usually unable to assimilate text in terms of form, structure and language</i></p>	<p><b>Limited, basic</b> understanding of context through largely simplistic descriptive attempt to assimilate source text</p> <p><i>Few meaningful contextual observations or references beyond the obvious and simplistic</i></p>
<p><b>Band 1</b> <b>Marks</b> <b>1-4</b></p>	<p><b>Rudimentary</b> knowledge and understanding of source text</p> <p>Inaccurate and unclear transformational “voice” with lack of support. Ideas about text maybe based in error.</p> <p>Many technical lapses in trying to emulate the communication style of source text</p> <p><i>Writing may be impossible to follow at times; meaning may be obscured by unintentional technical errors</i></p>	<p><b>Rudimentary</b> identification of a few aspects of literary form, structure and language of source text based on very limited appreciation /understanding</p> <p><i>Few if any believable textual echoes; those present may be poorly chosen or irrelevant; candidate unable to assimilate text in terms of form, structure and language</i></p>	<p><b>Rudimentary</b> understanding of context through simplistic, descriptive attempt to assimilate source text</p> <p><i>Few if any meaningful contextual observations or references beyond the obvious and simplistic</i></p>
<p><b>Band 1</b> <b>Mark 0</b></p>	<p>Nothing written or handed in</p>	<p>Nothing written or handed in</p>	<p>Nothing written or handed in</p>