

<p>Band 5</p> <p>Perceptive/Assured</p> <p>21-25 marks</p> <p>'Perception' is demonstrated when students are showing the depth of their understanding and responding sensitively to the texts and task.</p> <p>'Assuredness' is shown when students write with confidence and conviction.</p>	<p>Ao1</p> <p>Ao2</p> <p>Ao3</p> <p>Ao4</p> <p>Ao5</p>	<ul style="list-style-type: none"> • perceptive, assured and sophisticated argument in relation to the task • assured use of literary critical concepts and terminology; mature and impressive expression • perceptive understanding of authorial methods in relation to the task • assured engagement with how meanings are shaped by the methods used • perceptive understanding of the significance of relevant contexts in relation to the task • assuredness in the connection between those contexts and the comparative texts studied • perceptive exploration of connections across literary texts arising out of comparative study • perceptive and confident engagement with interpretations, including over time 	<p>This band is characterised by perceptive and assured work which shows confidence, sharpness of mind and sophistication in relation to the task.</p> <p>At the top of the band students are consistently assured and will demonstrate sensitivity and perception across all five assessment objectives in the course of their response.</p> <p>At the bottom of the band there will be coherence and accuracy with some perception but with less consistency and evenness.</p>
<p>Band 4</p> <p>Coherent/ Thorough</p> <p>16-20 marks</p>		<ul style="list-style-type: none"> • logical, thorough and coherent argument in relation to the task where ideas are debated in depth 	<p>This band is characterised by coherent and thorough work where ideas are linked together in a</p>

<p>'Coherence' is shown when students are logical and consistent in their arguments in relation to the task. They hold their ideas together in an intelligible way.</p> <p>'Thoroughness' is shown when students write carefully, precisely and accurately.</p>		<ul style="list-style-type: none"> • appropriate use of literary critical concepts and terminology; precise and accurate expression • thorough understanding of authorial methods in relation to the task • thorough engagement with how meanings are shaped by the methods used • thorough understanding of the significance of relevant contexts in relation to the task • coherence in the connection between those contexts and the comparative texts studied • logical and consistent exploration of connections across literary texts arising out of comparative study • thorough engagement with interpretations, including over time 	<p>focused and purposeful way in relation to the task.</p> <p>At the top of the band students will demonstrate a fully coherent and thorough argument across all five assessment objectives in the course of their response.</p> <p>At the bottom of the band ideas will be discussed in a shaped, relevant and purposeful way with a clear sense of direction, with one or two lapses in coherence and accuracy.</p>
<p>Band 3</p> <p>Straightforward/Relevant</p> <p>11-15 marks</p> <p>'Straightforward' work is shown when students make their ideas in relation to the task clearly known.</p>	<p>Ao1</p>	<ul style="list-style-type: none"> • sensibly ordered ideas in a relevant argument in relation to the task • some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression 	<p>This band is characterised by straightforward and relevant work where the student's response to the task is clear and intelligible.</p> <p>At the top of the band students will demonstrate</p>

<p>'Relevant' work is shown when students are focused on the task and use detail in an appropriate and supportive way.</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p> <p>AO5</p>	<ul style="list-style-type: none"> • straightforward understanding of authorial methods in relation to the task • relevant engagement with how meanings are shaped by the methods used • straightforward understanding of the significance of relevant contexts in relation to the task • relevant connections between those contexts and the comparative texts studied • explores connections across literary texts arising out of comparative study in a straightforward way • straightforward engagement with interpretations, including over time 	<p>consistent straightforward understanding in the course of their argument. Ideas will be developed relevantly.</p> <p>At the bottom of the band there will be flashes of relevant understanding with evidence of straightforward thinking.</p>
<p>Band 2</p> <p>Simple/Generalised</p> <p>6-10 marks</p> <p>'Simple' work is shown when students write in an unelaborated and basic way in relation to the task.</p>	<p>Ao1</p>	<ul style="list-style-type: none"> • a simple structure to the argument which may not be consistent but which does relate to the task • generalised use of literary critical concepts and terminology; simple expression • simple understanding of 	<p>This band is characterised by simple and generalised work which is mainly linked to the task.</p> <p>At the top of the band students will demonstrate a basic generalised understanding in the course of their</p>

<p>'Generalised' work is shown when students write without regard to particular details.</p>	<p>AO2</p> <p>AO3</p> <p>AO4</p> <p>AO5</p>	<p>authorial methods in relation to the task</p> <ul style="list-style-type: none"> • generalised engagement with how meanings are shaped by the methods used, • simple understanding of the significance of relevant contexts in relation to the task • generalised connections between those contexts and the comparative texts studied • simple exploration of connections across literary texts arising out of comparative study • simple and generalised response to interpretations, including over time 	<p>answer. Ideas will be developed in a simple way.</p> <p>At the bottom of the band there will be inconsistency, but the beginnings of a simple and generalised understanding.</p>
<p>Band 1</p> <p>Largely irrelevant/largely misunderstood/largely inaccurate</p> <p>1-5 marks</p> <p>'Largely irrelevant' work is shown when students write in an unclear way with only occasional reference to what is required by the question. 'Largely misunderstood' and 'largely inaccurate'</p>		<ul style="list-style-type: none"> • some vague points in relation to the task and some ideas about task and text(s) • the writing is likely to be unclear and incorrect; if it is accurate the content will be irrelevant • little sense of the AOs in relation to the task; little sense 	<p>This band is characterised by work which is largely irrelevant and largely misunderstood and largely inaccurate, and so unlikely to be addressing many of the AOs.</p> <p>At the top of the band students will mention some unconnected points in relation to the</p>

work is shown when knowledge of the text is insecure, hazy and often wrong.		of how meanings are shaped; little sense of any relevant contexts; little sense of any connection arising out of comparative study; little sense of an argument in relation to the task	task during the course of their writing. The writing is likely to lack clarity. At the bottom of the band there will be no connection with the task; the writing will be hard to follow and irrelevant.
0 marks		No marks for response when nothing is written or where response has no connection to the text(s) or task.	

Assessment objectives (AOs)	Overall weighting (approx %) Non-exam assessment
AO1	5.6
AO2	4.8
AO3	4.8
AO4	2.4
AO5	2.4
Overall weighting of components	20

This specification reflects the belief that the assessment objectives (AOs) work best together, producing a rounded and holistic view of English literature. Students will need to show coverage of all AOs in all tasks. To be specific:

AO1 essentially requires informed and relevant responses which are accurately written and use appropriate concepts and terminology.

AO2 requires students to analyse ways in which meanings are shaped in literary texts, with particular focus on the structures of texts as a form of shaping.

AO3 relates to the many possible contexts which arise out of the text, the specific task and the period being studied.

This specification treats AOs 1, 2 and 3 as broadly equal, given their relative weightings: AO1 has a weighting of 28% whilst AOs 2 and 3 both have a weighting of 24%.

AO4 involves connections across texts and sees possible meanings and interpretations arising not only out of the contexts of the text itself (AO3 above) but also out of the wider and broader contexts which comes from the study of period. Thus even when an individual text is being investigated it should still be seen as being framed by a wider network of texts and contexts to which it connects.

AO5 completes the picture by acknowledging that if work in AOs 2, 3 and 4 had been included in the response to the question then debate and interpretations will arise out of this work showing that the interpretation of texts is not a fixed process but a dynamic one. In non-exam assessment only, discussion of different interpretations must include, on at least one text, consideration of different interpretations of the text(s) over time.

AOs 4 and 5 each have a weighting of 12% in all questions.

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.