

Supplementary marking grid

| | Marks 20 - 18 | Marks 17 - 14 | Marks 13 - 10 | Marks 9 - 5 | Marks 4 - 0 |
|--|--|--|---|---|--|
| The candidate demonstrates: | <ul style="list-style-type: none"> a high degree of familiarity with the text as a whole very good understanding of the central concerns of the text a line of thought that is consistently relevant to the task | <ul style="list-style-type: none"> familiarity with the text as a whole good understanding of the central concerns of the text a line of thought that is relevant to the task | <ul style="list-style-type: none"> some familiarity with the text as a whole some understanding of the central concerns of the text a line of thought that is mostly relevant to the task | <ul style="list-style-type: none"> familiarity with some aspects of the text attempts a line of thought but this may lack relevance to the task | Although such essays should be rare, in this category, the candidate's essay will demonstrate one or more of the following |
| Analysis of the text demonstrates: | <ul style="list-style-type: none"> thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology very detailed/thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations | <ul style="list-style-type: none"> sound awareness of the writer's techniques through analysis, making good use of critical terminology detailed explanation of stylistic devices supported by appropriate references and/or quotation | <ul style="list-style-type: none"> an awareness of the writer's techniques through analysis, making some use of critical terminology explanation of stylistic devices supported by some appropriate references and/or quotation | <ul style="list-style-type: none"> some awareness of the more obvious techniques used by the writer description of some stylistic devices followed by some reference and/or quotation | <ul style="list-style-type: none"> it contains numerous errors in spelling/grammar/punctuation/sentence construction/paragraphing knowledge and understanding of the text(s) are not used to answer the question any analysis and evaluation attempted are unconvincing |
| Evaluation of the text is shown through: | <ul style="list-style-type: none"> a well-developed commentary of what has been enjoyed/gained from the text(s), supported by a range of well-chosen references to its relevant features | <ul style="list-style-type: none"> a reasonably developed commentary of what has been enjoyed/gained from the text(s), supported by appropriate references to its relevant features | <ul style="list-style-type: none"> some commentary of what has been enjoyed/gained from the text(s), supported by some appropriate references to its relevant features | <ul style="list-style-type: none"> brief commentary of what has been enjoyed/gained from the text(s), followed by brief reference to its features | |
| The candidate | <ul style="list-style-type: none"> uses language to communicate a line of thought very clearly uses spelling, grammar, sentence construction and punctuation which are consistently accurate structures the essay effectively to enhance meaning/purpose uses paragraphing which is accurate and effective | <ul style="list-style-type: none"> uses language to communicate a line of thought clearly uses spelling, grammar, sentence construction and punctuation which are mainly accurate structures the essay very well uses paragraphing which is accurate | <ul style="list-style-type: none"> uses language to communicate a line of thought at first reading uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate attempts to structure the essay in an appropriate way uses paragraphing which is sufficiently accurate | <ul style="list-style-type: none"> uses language to communicate a line of thought which may be disorganised and/or difficult to follow makes some errors in spelling/grammar/sentence construction/punctuation has not structured the essay well has made some errors in paragraphing | <ul style="list-style-type: none"> the answer is simply too thin |
| In summary, the candidate's essay is | very detailed, consistently relevant | detailed and relevant | some detail, relevant | lacks detail and relevance | superficial and/or technically weak |