

## **English Literature**

OCR Advanced GCE 7828 Units 2709 and 2711

OCR Advanced Subsidiary GCE 3828 Unit 2709

# **Instructions on the Marking and Moderation of Coursework**

## **UNIT 2709 Complementary Study**

## **UNIT 2711 Prose post 1914**

### **Documentation**

Attention is drawn to the following documents:

- a. the Specification;
- b. General Coursework Regulations and Procedures in the Administrative Guide and Entry Procedures Folder 2006;
- c. the Coursework Cover Sheets CCS179 (unit 2709) and CCS180 (unit 2711)
- d. the Centre Authentication Form for coursework CCS160
- e. form MS1

### **Internal Standardisation**

Where more than one teacher in the Centre has marked the work for a particular coursework unit, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are: **for the summer session, 15<sup>th</sup> May; for the winter session, 10<sup>th</sup> January**. Centres must ensure that they keep a copy of their coursework marks.

## Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 10 or fewer candidates entered for a coursework unit all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than 10 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. The MS1 copy sent to the moderator must be accompanied by a completed Centre Authentication Form for coursework. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## Assessment Guidelines for Unit 2709: Complementary Study

This section contains instructions and guidance for assessing AS coursework in English Literature. It should be read in conjunction with the specification document.

Work is marked according to the following grid:

Mark band	mark out of 30 per item	mark out of 60 whole folder
1	0 - 8	0 - 17
2	9 - 14	18 - 29
3	15 - 20	30 - 41
4	21 - 26	42 - 53
5	27 - 30	54 - 60

### General Method of Assessment for both AS and A2 Coursework Units

#### Stage 1: Finding the right Band

Match evidence of achievement against the Coursework Band Descriptors (see pages 5 – 8). Use the 'best fit' method, balancing strengths against limitations, to establish the appropriate band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*

#### Stage2: Finding the right Mark

The mark range available within each band is divided as follows:

[ ]	= <b>THRESHOLD</b>	Right on the borderline of this band and the one below.
✓	= <b>LOW</b>	Just enough achievement on balance for this band.
✓✓	= <b>SECURE</b>	Clear strengths with slight limitations.
✓✓✓	= <b>HIGH</b>	Very fully meets the criteria for this band.

The final mark will reflect the balance of achievement and will take into account any dominant assessment objective weighting (see '2709 Assessment: Specific Guidance' overleaf). Mark positively, and use the full range.

#### Stage 3: Quality of Written Communication (QWC)

Refer to the 2709 QWC descriptors to check that the candidate is placed correctly against these criteria. Some slight adjustment may be necessary where the quality of written communication is at variance with the general content of the work.

## 2709 Assessment: Specific Guidance

The relative weighting of the Assessment Objectives for this Unit can be represented as:

2709	AO1	AO2i	AO3	AO4	AO5i
Whole text	*			*	*
Selected passage		**	*		

Mark each item out of 30 by using the relevant set of Coursework Band Descriptions.

**Item A Whole Text Task** is assessed for **AOs 1, 4 and 5i** together.

By using the 'best fit' principle, place the item within the appropriate mark band to arrive at an **initial mark out of 30**.

**Item B Selected Passage or Recreative Task, + commentary** is assessed for **AO 2i and 3**.

By using the 'best fit' principle, place the item in the appropriate mark band. Then refer again to **AO2i** as the **dominant AO** to adjust within the band and so determine the **initial mark out of 30**.

The following guidance for Item B is given in the Teacher Support document and the Specification:

The second item will focus on a selected poem or poem / passage (or poems / passages) and will address AOs 2i and 3. AO2i is the dominant AO for this second item, so it will be important for the set task to allow the candidate to relate the passage to the text as a whole, while showing an appropriate understanding of the text in relation to its time and genre.

**Guidance on marking Recreative response:** This task falls into two parts: the recreative response itself, and the commentary. In this second part the candidate reflects on the process of writing in the style of the original piece, evaluates the outcome and identifies ways in which the exercise has illuminated the stylistic qualities and character of the original text. *The marks available for this task must not be divided into two equal parts, but should be awarded on the basis of both parts assessed together.* There are two reasons for this:

- The candidate's response to the language of the original passage (which should be representative of the text as a whole) may be shown both in the recreative exercise and in the commentary;
- The candidate may struggle to produce a satisfactory piece of recreative writing, but this may be outweighed by a substantial commentary effectively identifying and discussing the difficulties encountered and the light they shine on the original text.

In their commentaries, candidates should show an awareness of ways in which the selected passage is representative of the text as a whole.

To produce a **final mark out of 60, add together the marks for Item A and Item B**.

Now consider whether this mark reflects the achievement shown by the folder as a whole. Is the achievement evenly balanced across both pieces? Make any further adjustment necessary.

## Length of folders

The specification makes clear that the **guideline length of AS coursework is 1500–2000 words**. AS candidates should be encouraged to keep closely to this guideline.

Please note however that **3000 words is the maximum figure at both AS and A2**, and so **no folder must be submitted at AS which exceeds this length**. If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words. A comment must appear on the Cover Sheet to indicate that this has been done.

## 2709: Whole Text Task Coursework Band Descriptions

Marks	AO	BAND 1	
0 - 8	1	}	Work in this band will, overall, clearly NOT fall within the AS target range, although it may show occasional evidence of achievement against Band 2 criteria
	4		
	5 i		

Marks	AO	BAND 2	
<i>Candidates presenting work at the top of this band will:</i>			
[ 9 ] ✓ 10	1	• communicate basic knowledge of the text • present a generally ordered response • write straightforwardly and mostly accurately, with some use of basic technical terminology	
✓✓ 11 12	4	• offer straightforward opinion/judgement • take some account of alternative readings of the text	
✓✓✓ 13 14	5 i	• make some reference to the relationship between the text and its context(s) • comment on some aspect(s) of this relationship	

Marks	AO	BAND 3	
<i>Candidates presenting work at the top of this band will:</i>			
[15] ✓ 16	1	• communicate generally sound knowledge of the text and of ways of reading it • present a line of argument in response to the task, with some relevant use of examples • write generally clearly and accurately, with some relevant use of technical terminology	
✓✓ 17 18	4	• offer thoughtful opinion or judgement based on own and other readings of the text • show some understanding of other possible interpretations of the text	
✓✓✓ 19 20	5 i	• show some knowledge of the relationship between the text and its context(s) • comment appropriately on this relationship	

## 2709: Whole Text Task (cont'd)

Marks	AO	<b>BAND 4</b> <i>Candidates presenting work at the top of this band will:</i>
[21] ✓ 22	1	<ul style="list-style-type: none"> <li>communicate secure knowledge of the text and of ways of reading it</li> <li>present a well sustained, coherent line of argument, supported by appropriate references and/or quotations</li> <li>write clearly and accurately, with appropriate use of technical terminology</li> </ul>
✓✓ 23 24	4	<ul style="list-style-type: none"> <li>advance clearly developed critical judgement, based on own and other readings of the text</li> <li>engage with other possible interpretations of the text</li> </ul>
✓✓✓ 25 26	5 i	<ul style="list-style-type: none"> <li>explore some relevant aspects of the relationship between the text and its context(s)</li> <li>select some appropriate contextual material and link this to their reading of the text</li> </ul>

Marks	AO	<b>BAND 5</b> <i>Candidates presenting work at the top of this band will:</i>
✓ 27	1	<ul style="list-style-type: none"> <li>communicate assured and informed knowledge of the text and of ways of reading it</li> <li>present a structured and cogent argument, with well focussed use of references and/or quotations</li> <li>write very clearly and consistently accurately, with apt use of technical terminology</li> </ul>
✓✓ 28 29	4	<ul style="list-style-type: none"> <li>articulate confident, independent critical judgement based on own and other readings of the text</li> <li>engage thoughtfully with other possible interpretations of the text</li> </ul>
✓✓✓ 30	5 i	<ul style="list-style-type: none"> <li>explore perceptively the relationship between the text and its context(s)</li> <li>select appropriate contextual material and integrate this into their reading of the text</li> </ul>

[ ] = **THRESHOLD** Right on the borderline of this band and the one below.

✓ = **LOW** Just enough achievement on balance for this band.

✓✓ = **SECURE** Clear strengths with slight limitations.

✓✓✓ = **HIGH** Very fully meets the criteria for this band.

## 2709: Selected Passage or Recreative Task Coursework Band Descriptions

Marks	AO	BAND 1
0 - 8	2 i	} Work in this band will, overall, clearly NOT fall within the AS target range, although it may show occasional evidence of achievement against Band 2 criteria
	3	

Marks	AO	BAND 2
		<i>Candidates presenting work at the top of this band will:</i>
[ 9]	2 i	<ul style="list-style-type: none"> <li>offer a straightforward response to the selected / recreative passage and its place in the whole text</li> <li>note some features of genre and /or period</li> </ul>
✓ 10		
✓✓ 11 12	3	<ul style="list-style-type: none"> <li>note some aspects of form, structure and/or language</li> <li>comment on some details and their meaning and/or effect</li> <li>support the response with some textual references</li> </ul>
✓✓✓ 13 14		

Marks	AO	BAND 3
		<i>Candidates presenting work at the top of this band will:</i>
[15]	2 i	<ul style="list-style-type: none"> <li>respond with some knowledge and understanding to the selected / recreative passage and its relationship to the whole text</li> <li>recognise some relevant features of genre and period</li> </ul>
✓ 16		
✓✓ 17 18	3	<ul style="list-style-type: none"> <li>recognise some relevant aspects of form, structure and language</li> <li>comment on how these aspects shape meaning and effects</li> <li>support the response with relevant textual references</li> </ul>
✓✓✓ 19 20		



## 2709: Selected Passage or Recreative Task (cont'd)

Marks	AO	<b>BAND 4</b> <i>Candidates presenting work at the top of this band will:</i>
[21] ✓ 22	2 i	<ul style="list-style-type: none"> <li>respond with a secure knowledge and understanding to the selected / recreative passage and its relationship to the whole text</li> <li>identify characteristic features of genre and period</li> </ul>
✓✓ 23 24	3	<ul style="list-style-type: none"> <li>identify some significant aspects of form, structure and language</li> <li>explore how these aspects shape meaning and effects</li> <li>support the response with appropriately detailed textual references</li> </ul>
✓✓✓ 25 26		

Marks	AO	<b>BAND 5</b> <i>Candidates presenting work at the top of this band will:</i>
✓ 27	2 i	<ul style="list-style-type: none"> <li>respond with assured, confident knowledge and understanding to the selected / recreative passage and its relationship to the whole text</li> <li>explore characteristic features of genre and period</li> </ul>
✓✓ 28 29	3	<ul style="list-style-type: none"> <li>identify writer's key choices of form, structure and language</li> <li>explore perceptively how these aspects shape meaning and effects</li> <li>inform the response with close textual analysis</li> </ul>
✓✓✓ 30		

[ ] = **THRESHOLD** Right on the borderline of this band and the one below.

✓ = **LOW** Just enough achievement on balance for this band.

✓✓ = **SECURE** Clear strengths with slight limitations.

✓✓✓ = **HIGH** Very fully meets the criteria for this band.

## 2709 Quality of written communication (QWC)

The specification states that:

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. (Section 3.2)

The **QWC band descriptions** for the key bands are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

### Band 1

Work at this level will, overall, clearly NOT fall within the AS target range, although it may show some occasional evidence of achievement against the Band 2 QWC criteria.

### Band 2

- write appropriately to purpose and express straightforward ideas and arguments;
- organise relevant material (including quotations and other references) adequately;
- use some appropriate terminology and vocabulary;
- write generally clearly, with sufficient accuracy in spelling, punctuation and grammar to ensure that meaning is apparent.

### Band 3

- write appropriately to purpose and show some ability to express complex ideas and arguments;
- organise relevant material (including quotations and other references) clearly and competently;
- use appropriate terminology and vocabulary;
- write with a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is generally clear.

### Band 4

- produce writing that is consistently appropriate to purpose and capable of expressing complex ideas and arguments;
- organise relevant material (including quotations and other references) clearly and coherently;
- use well-chosen terminology and vocabulary;
- write with a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear.

### Band 5

- produce writing that is entirely appropriate to purpose, sustaining complex ideas and arguments;
- organise and deploy relevant material (including quotations and other references) with considerable confidence;
- draw on a wide range of terminology and vocabulary and use this aptly and incisively;
- sustain highly fluent writing, demonstrating consistent accuracy in spelling, punctuation and grammar to ensure that meaning is absolutely clear.

## Assessment Guidelines for Unit 2711: Prose (post-1914)

This section contains instructions and guidance for assessing A2 coursework in English Literature. It should be read in conjunction with the specification document.

Work is marked according to the following grid:

Mark band	mark out of 30 per item	mark out of 60 whole folder
1	0 - 8	0 - 17
2	9 - 14	18 - 29
3	15 - 20	30 - 41
4	21 - 26	42 - 53
5	27 - 30	54 - 60

### General Method of Assessment for both AS and A2 Coursework Units

#### Stage 1: Finding the right Band

Match evidence of achievement against the Coursework Band Descriptors (see pages 12– 15). Use the 'best fit' method, balancing strengths against limitations, to establish the appropriate band. *Note that assessments refer to bands and not grades: this applies both to coursework and externally assessed units.*

#### Stage2: Finding the right Mark

The mark range available within each band is divided as follows:

[ ]	= <b><u>THRESHOLD</u></b>	Right on the borderline of this band and the one below.
✓	= <b><u>LOW</u></b>	Just enough achievement on balance for this band.
✓✓	= <b><u>SECURE</u></b>	Clear strengths with slight limitations.
✓✓✓	= <b><u>HIGH</u></b>	Very fully meets the criteria for this band.

The final mark will reflect the balance of achievement and will take into account any dominant assessment objective weighting (see '2711 Assessment: Specific Guidance' overleaf). Mark positively, and use the full range.

#### Stage 3: Quality of Written Communication (QWC)

Refer to the 2711 QWC descriptors to check that the candidate is placed correctly against these criteria. Some slight adjustment may be necessary where the quality of written communication is at variance with the general content of the work.

## 2711 Assessment: Specific Guidance

The relative weighting of the Assessment Objectives for this Unit can be represented as:

Unit	AO1	AO2ii	AO3	AO4	AO5ii
2711	**	*	*	*	*

### For folders containing TWO essays:

**Mark each item out of 30** by using the Whole Folder Coursework Band Descriptions. Refer to the separate table for the mark scale out of 30.

Use the '**best fit**' principle place the item within the appropriate mark band to arrive at an **initial mark**. In doing so bear in mind that:

- **For a task which focuses on a selected passage/ passages**, the band descriptors for **AO3** (and in relating it to the whole text, **AO2ii**) will be particularly relevant.
- **For a task which discusses the text(s) as a whole**, the band descriptors for **AO4** and **AO5ii** will be particularly relevant.
- **AO1** is the **dominant objective** for this unit, so it will be important to assess both pieces against the descriptors for AO1, and to use this as a discriminator in deciding whether to go higher or lower within a Band.

**Add together the two marks to produce a mark out of 60.** Now consider whether this mark reflects the achievement shown by the folder as a whole. Is the achievement balanced across both pieces? Make any further adjustment necessary to arrive at the final mark.

### For folders containing ONE extended essay:

**Mark the essay out of 60** by using the relevant Coursework Band Descriptions which follow.

Use the '**best fit**' principle place the work within the appropriate **mark band**.

Then refer again to **AO1** as the **dominant AO** to place on a specific mark within the band and so determine the **final mark**.

### **Length of folders**

Please note that **3000 words is the maximum figure at both AS and A2**, and so **no folder must be submitted at A2 which exceeds this length**. If a folder contains in excess of this limit, Centres are instructed to assess only the first 3000 words. A comment must appear on the Cover Sheet to indicate that this has been done.

## 2711 Whole Folder Coursework Band Descriptions

Marks	AO	BAND 1
0 - 17	1	<div style="display: flex; align-items: center;"> <span style="font-size: 3em; margin-right: 10px;">}</span> <p>Work in this category will, overall, clearly NOT fall within the A2 target range, although it may show occasional evidence of achievement against the Band 2 criteria.</p> </div>
	2 ii	
	3	
	4	
	5 ii	

Marks	AO	BAND 2
<i>Candidates presenting work at the top of this band will:</i>		
[18/19]	1	<ul style="list-style-type: none"> <li>• communicate straightforward knowledge of the text and of ways of reading it</li> <li>• convey a line of response to the task, making some appropriate use of references and/or quotations</li> <li>• write mostly accurately, using some appropriate technical terminology</li> </ul>
✓ 20 21		
✓✓ 22 23 24 25	2 ii	<ul style="list-style-type: none"> <li>• respond with some knowledge and understanding of the text, showing basic awareness of genre and/or period</li> <li>• identify and comment on comparisons and connections within the text</li> </ul>
	3	<ul style="list-style-type: none"> <li>• comment on some relevant aspects of form, structure and language</li> <li>• comment on some details with reference to meaning and/or effect</li> <li>• offer relevant textual reference</li> </ul>
✓✓✓ 26 27 28 29	4	<ul style="list-style-type: none"> <li>• offer straightforward opinion, taking some account of another possible interpretation of the text</li> <li>• comment on alternative readings</li> </ul>
	5 ii	<ul style="list-style-type: none"> <li>• comment on the relationship between text and context(s)</li> <li>• show an awareness of how contextual influences affect the way that the text is/was read</li> </ul>

Marks	AO	BAND 3
<i>Candidates presenting work at the top of this band will:</i>		
[30/31]	1	<ul style="list-style-type: none"> <li>• communicate generally sound knowledge of the text and of ways of reading it</li> <li>• structure a discussion clearly related to the task, with relevant use of references and/or quotations</li> <li>• write generally clearly and accurately, with some appropriate use of technical terminology</li> </ul>
✓ 32 33		
✓✓ 34 35 36 37	2 ii	<ul style="list-style-type: none"> <li>• respond with a generally sound knowledge and understanding of the text, based on an awareness of genre and period</li> <li>• identify significant comparisons and connections made within the text</li> </ul>
	3	<ul style="list-style-type: none"> <li>• identify some of the writer's choices of form, structure and language</li> <li>• explore how some of these aspects shape meanings and effects</li> <li>• support their response with some appropriate textual reference</li> </ul>
✓✓✓ 38 39 40 41	4	<ul style="list-style-type: none"> <li>• develop thoughtful opinions in response to their own and other readings of the text</li> <li>• comment thoughtfully on other possible interpretations of the text</li> </ul>
	5 ii	<ul style="list-style-type: none"> <li>• comment in some detail on the relationships between text and context(s)</li> <li>• comment on some of the ways contextual influences affect the way that the text is/was read</li> </ul>

## 2711 (cont'd)

Marks	AO	<b>BAND 4</b> <i>Candidates presenting work at the top of this band will:</i>
[42/43] ✓ 44 45	1	<ul style="list-style-type: none"> <li>communicate very secure knowledge of the text and ways of reading it</li> <li>sustain clearly structured argument, well supported by appropriate references and/or quotations</li> <li>write clearly and accurately, with confident and appropriate use of technical terminology and critical concepts</li> </ul>
✓✓ 46 47 48 49	2 ii	<ul style="list-style-type: none"> <li>respond with very secure, well-informed knowledge and understanding of the text, based on confident grasp of the significance of genre and period</li> <li>identify and explore significant comparisons and connections made within the text</li> </ul>
✓✓✓ 50 51 52 53	3	<ul style="list-style-type: none"> <li>identify and explore the writer's key choices of form, structure and language</li> <li>show clear insight into how these aspects shape meanings and effects</li> <li>inform their response with some detailed textual analysis</li> </ul>
	4	<ul style="list-style-type: none"> <li>develop clear critical judgement in response to their own and other readings of the text</li> <li>engage sensitively and critically with other possible interpretations of the text</li> </ul>
	5 ii	<ul style="list-style-type: none"> <li>explore in some detail the relationship(s) between text and context(s)</li> <li>inform their response with sound understanding of how contextual influences affect the way that the text is/was read</li> </ul>

Marks	AO	<b>BAND 5</b> <i>Candidates presenting work at the top of this band will:</i>
✓ 54 55	1	<ul style="list-style-type: none"> <li>communicate a sophisticated knowledge of the text and of ways of reading it</li> <li>sustain cogent, tightly structured arguments, with sharply focused use of references and quotations</li> <li>write very clearly and consistently accurately, with apt and incisive use of technical terminology and critical concepts</li> </ul>
✓✓ 56 57 58	2 ii	<ul style="list-style-type: none"> <li>respond with well-informed, synthesised knowledge and understanding of the text, based on astute understanding of the significance of genre and period</li> <li>explore perceptively and in detail significant comparisons and connections made within the text</li> </ul>
✓✓✓ 59 60	3	<ul style="list-style-type: none"> <li>explore perceptively the writer's choices of form, structure and language</li> <li>show sensitive insight into how these aspects shape meanings and effects</li> <li>inform their response with close textual analysis, making telling use of detail</li> </ul>
	4	<ul style="list-style-type: none"> <li>advance confident, cogent, independent critical judgements in response to their own and other readings of the text</li> <li>engage perceptively and in detail with other possible interpretations of the text</li> </ul>
	5 ii	<ul style="list-style-type: none"> <li>explore perceptively the relationship(s) between text and context(s)</li> <li>inform their response with sensitive evaluation of how a range of contextual influences affect the way that the text is/was read</li> </ul>

[ ] = **THRESHOLD** Right on the borderline of this band and the one below.

✓ = **LOW** Just enough achievement on balance for this band.

✓✓ = **SECURE** Clear strengths with slight limitations.

✓✓✓ = **HIGH** Very fully meets the criteria for this band.

## 2711 Folders containing two pieces

Mark scale out of 30:

BAND 1	BAND 2	BAND 3	BAND 4	BAND 5
Marks	Marks	Marks	Marks	Marks
0 - 8	[ 9]	[15]	[21]	
	✓ 10	✓ 16	✓ 22	✓ 27
	✓✓ 11 12	✓✓ 17 18	✓✓ 23 24	✓✓ 28 29
	✓✓✓ 13 14	✓✓✓ 19 20	✓✓✓ 25 26	✓✓✓ 30

[ ] = THRESHOLD Right on the borderline of this band and the one below.

✓ = LOW Just enough achievement on balance for this band.

✓✓ = SECURE Clear strengths with slight limitations.

✓✓✓ = HIGH Very fully meets the criteria for this band.

## 2711 Quality of written communication (QWC)

The specification states that:

All units require answers in continuous prose and therefore include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. (*Section 3.2*)

The **QWC band descriptions** for the key bands are taken from section 3.3 of the specifications. There are no separate marks to be added or subtracted, but the quality of written communication must be taken into account when assessing any piece of coursework.

### Band 1

Work at this level will, overall, clearly NOT fall within the A2 target range, although it may show some occasional evidence of achievement against the Band 2 QWC criteria.

### Band 2

- write appropriately to purpose and express straightforward ideas and arguments;
- organise relevant material (including quotations and other references) adequately;
- use some appropriate terminology and vocabulary;
- write generally clearly, with sufficient accuracy in spelling, punctuation and grammar to ensure that meaning is apparent.

### Band 3

- write appropriately to purpose and show some ability to express complex ideas and arguments;
- organise relevant material (including quotations and other references) clearly and competently;
- use appropriate terminology and vocabulary;
- write with a good level of accuracy in spelling, punctuation and grammar to ensure that meaning is generally clear.

### Band 4

- produce writing that is consistently appropriate to purpose and capable of expressing complex ideas and arguments;
- organise relevant material (including quotations and other references) clearly and coherently;
- use well-chosen terminology and vocabulary;
- write with a high level of accuracy in spelling, punctuation and grammar to ensure that meaning is always clear.

### Band 5

- produce writing that is entirely appropriate to purpose, sustaining complex ideas and arguments;
- organise and deploy relevant material (including quotations and other references) with considerable confidence;
- draw on a wide range of terminology and vocabulary and use this aptly and incisively;
- sustain highly fluent writing, demonstrating consistent accuracy in spelling, punctuation and grammar to ensure that meaning is absolutely clear.