

Criteria for the assessment of coursework

The following criteria should be used to assess candidates for coursework.

Examining teachers should make a broad judgement using the general criteria. This initial judgement should then be further refined using the relevant specific criteria where appropriate.

Grade	General	The Pre-1914 Drama unit	The Pre-1914 Prose unit	The Pre-1914 Poetry unit
U 0 – 2	Candidates make some attempt to respond to texts			
G 3 – 5	Candidates respond to texts. They make some connections between texts where appropriate and show some understanding of influences on texts and readers. They sometimes refer to aspects of texts when stating their views. They convey straightforward responses.	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes simple points about literary tradition in drama texts • makes simple points about social, historical and cultural contexts of texts • shows some understanding of the medium of drama • refers to relevant details of character and theme. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes simple points about literary tradition in prose texts • makes simple points about social, historical and cultural contexts of texts • makes simple points about character and plot. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes simple points about literary tradition in poetry texts • makes simple points about social, historical and cultural contexts of texts • makes simple connections between poems • makes simple points about language and structure.
F 6 – 10	In giving personal responses to texts candidates show understanding of key features of themes, characters and language. They make straightforward connections between texts where appropriate, and show some understanding of influences on texts and readers. They refer to aspects of texts when exploring their views. They convey their responses in appropriate ways.	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • shows some understanding of relevant literary traditions in drama texts • shows some understanding of social, historical and cultural contexts of texts • shows some understanding of character, theme, language and dramatic impact. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • shows some understanding of relevant literary traditions in prose texts • shows some understanding of social, historical and cultural contexts of texts • shows some understanding of character, plot and language. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • shows some understanding of relevant literary traditions in poetry texts • shows some understanding of social, historical and cultural contexts of texts • makes straightforward connections between poems • makes straightforward points about language and structure.

Erratum - replacement pages 18-21, GCSE English Literature (1213) specification Issue 1 - March 2002 - UG011436

Grade	General	The Pre-1914 Drama unit	The Pre-1914 Prose unit	The Pre-1914 Poetry unit
E 11 – 15	Candidates respond to and comment on texts. They make connections between texts where appropriate, and comment on influences on texts and readers. They refer to aspects of texts when exploring their views. They convey their responses in appropriate ways.	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes comments on relevant literary traditions in drama texts • makes comments on social, historical and cultural contexts of texts • makes comments on relevant details of character, theme, language and dramatic impact. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes comments on relevant literary traditions in prose texts • makes comments on social, historical and cultural contexts of texts • makes comments on relevant details of character, plot and language. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes comments on relevant literary traditions in poetry texts • makes comments on social, historical and cultural contexts of texts • makes connections and comparisons between poems • makes comments about language and structure.
D 16 – 20	Candidates respond personally to texts. They explore connections and comparisons between texts where appropriate, and make detailed comments on influences on texts and readers, referring to details in texts to support their views. They may show awareness of different approaches to texts and alternative interpretations. They convey their ideas in appropriate ways.	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes detailed comments on relevant literary traditions in drama texts • makes detailed comments on the social, historical and cultural contexts of texts • refers to details to support their views • makes detailed comments on relevant details of character, theme, language and dramatic impact. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes detailed comments on relevant literary traditions in prose texts • makes detailed comments on the social, historical and cultural contexts of texts • refers to details to support their views • makes detailed comments on character, plot and language. 	Candidates' work exhibits some of the following: <ul style="list-style-type: none"> • makes detailed comments on relevant literary traditions in poetry texts • makes detailed comments on the social, historical and cultural contexts of texts • makes connections and comparisons between poems • refers to details to support their views • makes detailed comments about language and structure.

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Grade	General	The Pre-1914 Drama unit	The Pre-1914 Prose unit	The Pre-1914 Poetry unit
<p>C 21 – 25</p>	<p>In responding to a range of texts candidates show understanding of how meanings and ideas are conveyed through language, structure and form. They explore connections and comparisons between texts where appropriate, referring to details to support their views. They show awareness of some of the historical, cultural and social contexts of texts and literary traditions. They may consider alternative approaches to texts and alternative interpretations. They convey their ideas appropriately in a range of forms.</p>	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines aspects of relevant literary tradition in drama texts • examines aspects of social, historical and cultural contexts of texts • examines relevant details of character, theme, language and dramatic impact. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines aspects of relevant literary tradition in prose texts • examines aspects of social, historical and cultural contexts of texts • refers to details to support their views • examines relevant details of character, plot and language. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines aspects of relevant literary tradition in poetry texts • examines aspects of social, historical and cultural contexts of texts • explores connections and comparisons between poems • refers to details to support their views • shows understanding of poetic structure and language.
<p>B 26 – 30</p>	<p>Candidates respond personally and with engagement to a range of texts. They explore connections and comparisons between texts where appropriate, referring to details to support their views. They show understanding of the social, historical and cultural contexts of texts, and an awareness of literary tradition. They may explore different approaches to texts and consider alternative interpretations. They convey their ideas appropriately in a range of forms.</p>	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines closely aspects of relevant literary traditions in drama texts • examines closely aspects of the social, historical and cultural contexts of texts • examines closely relevant details of character, theme, language and dramatic impact, relating them to interpretation • begins to make sophisticated comments about theme. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines closely aspects of relevant literary traditions in prose texts • examines closely aspects of the social, historical and cultural contexts of texts • refers to details to support their views • examines closely relevant details of character, plot and language, relating them to interpretation • begins to make sophisticated comments about theme. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • examines closely aspects of relevant literary traditions in poetry texts • examines closely aspects of the social, historical and cultural contexts of texts • explores connections and comparisons between poems • refers to details to support their views • examines closely poetic language and forms, relating them to interpretation.

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Grade	General	The Pre-1914 Drama unit	The Pre-1914 Prose unit	The Pre-1914 Poetry unit
<p>A 31 – 35</p>	<p>Candidates respond critically and sensitively to a range of texts, taking into account alternative approaches and interpretations. They explore and evaluate the ways meaning, ideas and feelings are conveyed through language, structure and form. They make subtle and discriminating connections and comparisons between texts where appropriate. They identify and comment on social, historical and cultural contexts, and show awareness of literary tradition. They select forms appropriately and convey their ideas coherently.</p>	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • analyses the importance of relevant literary traditions in drama texts • analyses the importance of the social, historical and cultural contexts of texts • makes sophisticated points about character, theme, language and dramatic impact, relating them to interpretation • explores different approaches to drama texts and alternative interpretations. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • analyses the importance of relevant literary traditions in prose texts • analyses the importance of the social, historical and cultural contexts of texts • explores different approaches to prose texts and alternative interpretations • analyses relevant details of character, plot and language, relating them to interpretation. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • analyses the importance of relevant literary traditions in poetry texts • analyses the importance of the social, historical and cultural contexts of texts • makes sophisticated comments about relationships and comparisons between poems • considers different approaches to poems and alternative interpretations • analyses poetic techniques and forms, drawing sophisticated conclusions about interpretations.
<p>A* 36 – 40</p>	<p>Candidates respond critically, sensitively and with originality to a range of texts. They make subtle and discriminating connections and comparisons between texts, where appropriate. They identify and comment on social, historical and cultural contexts of texts, and show awareness of literary tradition. They select forms appropriately and convey their ideas coherently and with flair.</p>	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • shows sophisticated appreciation of relevant literary traditions in drama texts • shows sophisticated appreciation of the social, historical and cultural contexts of texts • shows sophisticated appreciation of character, theme, language and dramatic impact • explores different approaches to texts and considers alternative interpretations • shows skill in interpretation, and a willingness to question assumptions about texts. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • shows sophisticated appreciation of relevant literary traditions in prose texts • shows sophisticated appreciation of the social, historical and cultural contexts of texts • considers different approaches to prose texts and alternative interpretations • shows sophisticated appreciation of character, plot and language • shows insight into issues raised by texts and their impact on readers • shows skill in interpretation, and a willingness to question assumptions about texts. 	<p>Candidates' work exhibits some of the following:</p> <ul style="list-style-type: none"> • shows sophisticated appreciation of relevant literary traditions in poetry texts • shows sophisticated appreciation of the social, historical and cultural contexts of texts • shows insight and originality in commenting on relationships and comparisons between poems • considers different approaches to poems and alternative interpretations • shows insight and originality in analysing poetic techniques and forms, drawing sophisticated conclusions about interpretation.