

**Band 4      20-26 marks**

**Notional grade: C**

It makes sense!

**Assessment Objective 1:**

Clear expression and use of accurate critical vocabulary /  
clear line of argument

Basic literary terminology  
is used. The spelling of it  
is correct.

It starts and ends strongly,  
without too much  
extraneous material in the  
body

**Band 5      27-33 marks**

**Notional grade: B**

Sentences are well controlled;  
vocabulary is good; quotations are  
integrated rather than “tacked on”

**Assessment Objective 1:**

Accurate expression and effective use of appropriate  
critical vocabulary / well structured argument

There is a clear “flow” to the  
essay thanks to good planning

**Band 6      34-40 marks**

**Notional grade: A**

The discussion is confident and assured—it has an academic tone without sounding verbose.

**Assessment Objective 1:**

Technically fluent style and use of appropriate critical vocabulary / well structured and coherent argument

The essay has flawless planning which means it moves effortlessly from one point to the next—each idea being the logical next step and linked seamlessly to the one before it.

**Band 4**      **20-26 marks**

**Notional grade: C**

The question is answered, rather than just being written around

**Assessment Objective 2ii:**

- Clear focus on task with informed understanding of text; apt supportive references
- Detailed consideration of contrasts and comparisons across texts

It is clear from the answer that the text concerned has been read **and** understood.

The quotations chosen are good examples that clearly back up the points made. They are neither too long nor too short.

Rather than lots of undeveloped points, there are a smaller number of points which look more closely at the texts

Must look at both texts, although the split can be 60:40 rather than 50:50

Looks at similarities and differences

You think carefully about the texts as a group and discuss the comparisons and contrasts explicitly in order to show the examiner that the term 'synoptic' has been understood and explored.

**Band 5**      **27-33 marks**

**Notional grade: B**

The question is answered in detail and shows that you have understood all elements of the question.

**Assessment Objective 2ii:**

- Detailed understanding of the text and task; good selection of supportive references
- Detailed exploration of contrasts and comparisons across texts

It is clear from the answer that the text concerned has been read and understood, and that the understanding goes beyond that which is most obvious

The quotations chosen are good examples that clearly back up the points made. They are taken from various places in the text.

You look at a range of options in your comparison, rather than just the ones that are most obvious on first reading.

Must look at both texts, although the split can be 60:40 rather than 50:50

Looks at similarities and differences

The 'synoptic' element is investigated throughout the answer and is integrated into the points being made - the recognition of comparisons and contrasts is not left until a last paragraph but is in evidence throughout the essay.

**Band 6**      **34-40 marks**

**Notional grade: A**

The writing reveals wider reading and a knowledge and understanding of critical theory and how this text fits in to the literary tradition.

You assert points in a way which shows you have read, understood and assimilated ideas and theories, combining them with your own ideas to create a cohesive and fluent exploration of the topic.

**Assessment Objective 2ii:**

- Secure, confident and well informed understanding of text and task; excellent selection of supportive references
- Detailed and perceptive evaluation of issues raised through contrasts and comparisons across texts

The quotations chosen stand out as being different from those most people will choose. They come from various places in the text, and will probably be quite short. However, their importance will be well explained.

You can talk about the themes of the text, analysing the issues that it raises and identifying strengths and weaknesses

Must look at both texts, although the split can be 60:40 rather than 50:50

Looks at similarities and differences

The 'synoptic' aspect is explored fully throughout the answer; synthesis is in evidence and you show intuitive understanding of the relevance and usefulness of comparisons and contrasts that can be made

**Band 4      20-26 marks**

**Notional grade: C**

**Assessment Objective 3:**

- Consideration of genres, language features and structural devices
- Consideration of how authors' techniques shape meanings

What type of text is it?  
What kinds of language are used?  
How does the text flow?

What effect do you think the author intended to achieve?

What effect does this have on reader response?

**Band 5      27-33 marks**

**Notional grade: B**

You refer to differences in the form of the pieces and the time-frame of the texts (linear; flashbacks; different narrative voices etc)

**Assessment Objective 3:**

- Exploration of genres, language features and structural devices
- Some evaluation of how authors' techniques shape meanings

You focus on details as well as taking a wide view

Did the author achieve what s/he intended?  
Why?

**Band 6      34-40 marks**

**Notional grade: A**

You investigate fully the many literary devices an author uses in a piece of work: narrative voice; language; form; time; characterisation; narrative viewpoint, type of text etc

**Assessment Objective 3:**

- Detailed exploration and analysis of genres, language features and structural devices
- Perceptive evaluation of how authors' techniques shape meanings

Focus will be on the nuances of the text, looking at the small details.

You will look at the possible range of meanings

**Band 4      20-26 marks**

**Notional grade: C**

You are able to show that there is always more than one way to interpret a text—probably by mentioning different schools of thought

**Assessment Objective 4:**

- Clear consideration of different interpretations of text
- Clear evidence of personal response with illustrative support

Your analysis reflects that you have read and engaged with the text and can use quotations to prove your points. What you think is clear.

**Band 5**      **27-33 marks**

**Notional grade: B**

You do more than acknowledge that there are different interpretations—you investigate to what extent the interpretations can be applied to the texts in question.

**Assessment Objective 4:**

- Clear consideration of different interpretations of text and some evaluation of their strengths and weaknesses
- Clear and detailed evidence of personal response with good selection of supportive references

You illustrate your own understanding and engagement with the text by choosing a relevant range of quotations which aptly support your analysis.

There is a clear sense of your voice in the response. The examiner will know what you think.

**Band 6      34-40 marks**

**Notional grade: A**

**Assessment Objective 4:**

- Perceptive consideration of different interpretations of text with evaluation of their strengths and weaknesses
- Clear and detailed evidence of confident personal response with excellent selection of supportive references

Will refer to all given material; may also refer to external ideas as appropriate

Consideration of the extent to which the interpretations are wholly accurate; will give evidence for the response.

May choose unusual examples but whatever references are chosen are always appropriate and offer further insight into your analysis

Will probably (depending on the question) refer to wider reading, linking the given texts with others.

**Band 4      20-26 marks**  
**Notional grade: C**

You think carefully about the way in which the texts can be linked together in terms of contexts—cultural, historical, literary etc and give evidence from the texts to show this.

**Assessment Objective 5ii:**  
Clear consideration of links across texts/contexts/task

**Band 5**      **27-33 marks**

**Notional grade: B**

You can talk about the contexts of production and reception

**Assessment Objective 5ii:**

Detailed exploration of links across texts/contexts/task

You write in some depth about the way in which the texts can be linked together in terms of contexts—cultural, historical, literary etc and give evidence from to show this.

**Band 6      34-40 marks**

**Notional grade: A**

You can talk about the relevance and usefulness of the various contexts when applied to given texts, and show intuitive understanding of them

**Assessment Objective 5ii:**

Perceptive evaluation of links across texts/context/task