

# Task 1 Re-creative Writing Mark Scheme

Re-creative Writing Task 1 - the dominant assessment objective is A02. The weightings for the Assessment Objectives in this task are:		
	<b>AO2 (67%)</b>	<b>AO1 (33%)</b>
Level 6 13–15 marks	<ul style="list-style-type: none"> <li>Consistently effective re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Well-developed and consistently detailed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary.</li> <li>Consistently focused and precise use of analytical methods in commentary.</li> <li>Consistently effective use of quotations and references, critically addressed, blended into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Excellent and consistently detailed understanding of original text.</li> <li>Consistently fluent and accurate writing, in appropriate register, in both re-creative passage and commentary.</li> <li>Critical concepts and terminology used accurately and consistently in commentary.</li> <li>Well-structured, coherent argument consistently developed in commentary.</li> </ul>
Level 5 10–12 marks	<ul style="list-style-type: none"> <li>Developed and appropriate re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Developed and detailed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary.</li> <li>Very good use of analytical methods in commentary.</li> <li>Very good use of quotations and references, usually critically addressed, well integrated.</li> </ul>	<ul style="list-style-type: none"> <li>Very good and secure understanding of original text.</li> <li>Very good level of coherence and accuracy in writing, in appropriate register, in both re-creative passage and commentary.</li> <li>Critical concepts and terminology used accurately in commentary.</li> <li>Well-structured argument with clear line of development in commentary</li> </ul>
Level 4 7–9 marks	<ul style="list-style-type: none"> <li>Competent re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Competently developed appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary.</li> <li>Competent use of analytical methods in commentary.</li> <li>Competent use of illustrative quotations and references to support discussion, often integrated</li> </ul>	<ul style="list-style-type: none"> <li>Competent understanding of original text.</li> <li>Clear writing in generally appropriate register in both re-creative passage and commentary.</li> <li>Critical concepts and terminology used appropriately in commentary.</li> <li>Straightforward argument competently structured and developed in commentary.</li> </ul>
Level 3 4–6 marks	<ul style="list-style-type: none"> <li>Straightforward re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Straightforward appreciation of ways in which language, form and structure shape meanings in re-creative passage and commentary.</li> <li>Some attempt to use analytical methods in commentary.</li> <li>Some use of quotations and references as illustration</li> </ul>	<ul style="list-style-type: none"> <li>Straightforward understanding of original text.</li> <li>Mostly clear writing, perhaps with inconsistencies in register in both re-creative passage and commentary.</li> <li>Some appropriate use of critical concepts and terminology in commentary.</li> <li>Straightforward argument evident in commentary, lacking development.</li> </ul>
Level 2 2–3 marks	<ul style="list-style-type: none"> <li>Limited re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Limited appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary.</li> <li>Limited attempt to use analytical methods in commentary.</li> <li>Limited use of quotations and references as illustration.</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of original text.</li> <li>Limited clear writing, some inconsistencies in register in both re-creative passage and commentary.</li> <li>Limited use of critical concepts and terminology in commentary.</li> <li>Limited structured argument evident in commentary, lacking development.</li> </ul>
Level 1 1 mark	<ul style="list-style-type: none"> <li>Little relevant in re-creative response to stylistic characteristics and concerns of the original text.</li> <li>Little or no appreciation of ways in which language, form and structure shape meanings in re-creative passage and in commentary.</li> <li>Commentary with little or no use of analytical methods.</li> <li>Few quotations (e.g. one or two) or no quotations used.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no relevant understanding of original text.</li> <li>Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register in re-creative passage and commentary.</li> <li>Persistently inaccurate or no use of critical concepts and terminology.</li> <li>Undeveloped, fragmentary discussion.</li> </ul>