

Component 03 Non-Examined Unit Task 2 Comparative Essay

Mark Scheme

In Task 2 all five assessment objectives are equally weighted.					
	AO1 (20%)	AO2 (20%)	AO3 (20%)	AO4 (20%)	AO5 (20%)
Level 6 22–25 marks	<ul style="list-style-type: none"> • Excellent and consistently detailed understanding of two texts and task undertaken. • Consistently fluent and accurate writing in appropriate register. • Critical concepts and terminology used accurately and confidently. • Well-structured, coherent argument, consistently developed. 	<ul style="list-style-type: none"> • Consistently coherent discussion of ways in which language, form and structure shape meanings, contributing to development of argument. • Consistently focused and precise use of analytical methods. • Consistently effective use of quotations and references, blended into discussion 	<ul style="list-style-type: none"> • Consistently well-developed and detailed understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Excellent and consistently detailed purposeful exploration of connections between texts. 	<ul style="list-style-type: none"> • Excellent and consistently detailed exploration of different readings or ways of reading the texts.
Level 5 18–21 marks	<ul style="list-style-type: none"> • Very good understanding of two texts and task undertaken. • Very good level of coherence and accuracy in writing, in appropriate register. • Critical concepts and terminology used accurately. • Well-structured argument, with clear line of development 	<ul style="list-style-type: none"> • Developed discussion of ways in which language, form and structure shape meanings, contributing to argument. • Effective use of analytical methods. • Effective use of quotations and references, usually well integrated. 	<ul style="list-style-type: none"> • Very good, clear evaluation of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Very good, clear purposeful exploration of connections between texts. 	<ul style="list-style-type: none"> • Very good exploration of different readings or ways of reading the texts.
Level 4 13–17 marks	<ul style="list-style-type: none"> • Competent understanding of two texts and task undertaken • Clear writing in generally appropriate register • Critical concepts and terminology used appropriately • Straightforward argument, competently structured and developed. 	<ul style="list-style-type: none"> • Competent discussion of ways in which language, form and structure shape meanings • Competent use of analytical methods • Competent use of illustrative quotations and references, often integrated. 	<ul style="list-style-type: none"> • Competent understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Competent discussion of connections between texts. 	<ul style="list-style-type: none"> • Competent discussion of different readings or ways of reading the texts.

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Level 3 9–12 marks	<ul style="list-style-type: none"> • Straightforward understanding of two texts and task undertaken. • Mostly clear writing, perhaps with inconsistencies in register. • Some appropriate use of critical concepts and terminology. • Straightforward argument evident, lacking development 	<ul style="list-style-type: none"> • Straightforward discussion of ways in which language, form and structure shape meanings. • Some attempt to use analytical methods. • Some use of quotations and references as illustration 	<ul style="list-style-type: none"> • Some understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Some attempt to develop discussion of connections between texts. 	<ul style="list-style-type: none"> • Some awareness of different readings or ways of reading the texts.
Level 2 5–8 marks	<ul style="list-style-type: none"> • Limited understanding of texts and main elements of task undertaken. • Limited clear writing, some inconsistencies in register. • Limited use of critical concepts and terminology. • Limited structured argument, lacking development. 	<ul style="list-style-type: none"> • Limited discussion of ways in which language, form and structure shape meanings. • Limited attempt to use analytical methods. • Limited use of quotations and references as illustration. 	<ul style="list-style-type: none"> • Limited understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Limited attempt to develop discussion of connections between texts. 	<ul style="list-style-type: none"> • Limited awareness of different readings or ways of reading the texts.
Level 1 1–4 marks	<p>Little or no relevant understanding of texts and little relevant attempt at task undertaken.</p> <ul style="list-style-type: none"> • Inconsistent writing with persistent serious technical errors, very little or no use of appropriate register. • Persistently inaccurate or no use of critical concepts and terminology. • Undeveloped, fragmentary discussion. 	<ul style="list-style-type: none"> • Little or no relevant discussion of ways in which language, form and structure shape meanings. • Commentary with little or no use of analytical methods. • Few quotations (e.g. one or two) or no quotations used. 	<ul style="list-style-type: none"> • Little reference to (possibly irrelevant) or no understanding of the significance and influence of the contexts in which literary texts are written and received, as appropriate to the task. 	<ul style="list-style-type: none"> • Little or no discussion of connections between texts 	<ul style="list-style-type: none"> • Little or no relevant awareness of different readings or ways of reading the texts.