GCSE English Literature: Moderation, Standardisation and CPD Guidance [Marking tolerance: +/-2] **@MrFerguson85**

Band	General Criteria:	AO1 (Interpretation) Weighting: 7.5%	AO2 (Dramatic Methods, Form and Language) Weighting: 7.5%	AO4 (Context) Weighting: 5%
1: Very Little (1–8 marks)	**Shows basic awareness of the play, outlining narrative and selecting some details**. There may be a little awareness of contexts. Writing demonstrates a basic control of form, organisation and accuracy (including spelling, punctuation and grammar).	Communicates a basic understanding of and response to meanings identified in the play.	Identifies dramatic methods with basic understanding.	Provides contextual information with some basic comment.
2: Emerging (9–16 marks)	**Attempts to engage with the play, methods and contexts, to link them and to reflect on them**. Discusses explicit meanings. Writing demonstrates a general control of form, organisation and accuracy (including spelling, punctuation and grammar).	Communicates a general response to and understanding of meanings identified in the play.	Identifies a few dramatic methods with a general understanding of their relevance.	Provides contextual information with straightforward comment.
3: Competent (17–24 marks)	**Engages with the play, methods and contexts, links them and explains their own views.** Discusses explicit and some implicit meanings. Writing demonstrates a competent control of form, and competent organisation and accuracy (including spelling, punctuation and grammar).	Communicates a competent response to and understanding of meanings identified in the play.	Identifies quite a few dramatic methods with clear understanding and a more deliberate attempt to comment on them.	Provides competent contextual information and begins to apply it to texts.

Band	General Criteria:	AO1 (Interpretation)	AO2 (Dramatic Methods, Form and Language)	AO4 (Context)
4: Good (25–32 marks)	**Explores and analyses the play, methods and contexts and the links between them.** Responds in an appropriate form, in a coherent and organised way, with accurate written expression and good spelling, punctuation and grammar.	Communicates a good, detailed and informed response to and understanding of meanings identified in the play.	Identifies a range of dramatic methods and offers analysis of them.	Provides good contextual information to illuminate understanding of the play.
5: Excellent (33–40 marks)	**Responds critically and imaginatively to the play, exploring and evaluating methods and the influence of contexts on the play.** Writing is in an appropriate form, clearly constructed, fluent, logical and precise with excellent spelling, punctuation and grammar.	Communicates a very good, critical response to and understanding of meanings identified in the play.	Identifies a very good range of dramatic methods and offers very good analysis of them.	Provides very good contextual information to illuminate understanding of the play.

AO1: respond to texts critically and imaginatively, and select and evaluate relevant textual detail to illustrate and support interpretations;
AO2: explain how language, structure and form contribute to writers' presentation of ideas, themes, characters and settings;
AO4: relate texts to their social, cultural and historical contexts, and explain how texts have been influential and significant to themselves and other readers in different contexts and at different times.

Teachers must assess the following skills in controlled assessment:

- showing knowledge and understanding of texts;
- organising and supporting ideas in a logical manner;
- reasoning and coming to well-informed conclusions;
- exploring and analysing language;
- using external contextual information to inform and enhance writing;
- thinking independently; and
- writing accurately and clearly, in a literary register.

Annotation should be clear, unambiguous and appropriate to the nature of the task. It should show where marks have been awarded and why.
Such comments can also assist the Moderator in checking the application of the Assessment Criteria to the work submitted. It can be used to convey positive achievement of the candidate which may not be evident to a Moderator from the written product and may provide details of any assistance given to the candidate. Annotation can be provided by summative comments on the work or on a Controlled Assessment cover sheet and/or comments throughout the work.

	Lower			Middle			Upper	
B3	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**
	42.5%	45	47.5	50	52.5	55	57.5	60

	Lower			Middle			Upper	
B4	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**
	62.5%	65	67.5	70	72.5	75	77.5	80

	Lower			Middle			Upper	
B5	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
	82.5%	85	87.5	90	92.5	95	97.5	100

Distribution of Marks Scale: This is a good way to have an aerial view of your marking and distribution for Internal Standardisation and Moderation.
Candidates should be awarded the appropriate mark within any range on a "best fit" basis, balancing strengths and weaknesses within each response.
Band the response first – **refine** your marking and compare – **justify** using the criteria and professional judgement, along with a summative comment.
Tip: Use the scale below to record marks of individual pupils from the sample, so that you can see your centre mark distribution across a cohort.
This will help focus discussions on criteria and comparisons.

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17	18	19	20	21	22	23	**24**	**25**	26	27	28	29	30	31	**32**	**33**	34	35	36	37	38	39	**40**