

Instructions relating to Marking and Moderation

A. Documentation

Attention is drawn to the following documents:

- (a) the Assessment Guidelines
- (b) General Coursework Regulations and Procedures in the Administrative Guide and Entry Procedures Folder
- (c) the Cover Sheets CCS398 (unit B931), CCS399 (unit B932) and CCS400 (unit B933)

B. Internal Standardisation

Where more than one teacher in the Centre has marked the work for a particular unit, the Centre must standardise the marking in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark and that the rank order of the marks for the Centre as a whole is appropriate.

C. Submission of Marks

Marks should be submitted either via Interchange or EDI files sent via A2C. The date for submission of coursework marks **for the summer series is 15th May**. Centres must ensure that they keep a copy of their coursework marks.

D. Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has 15 or fewer candidates entered for a coursework unit all the candidates' work should be sent to the Moderator with a copy of the marks. Where there are more than 15 candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued

E. Assessment Guidelines

- (a) The aim should always be to arrive at a **single overall mark for each unit** that fairly reflects the achievement of the work.
- (b) Refer to the **mark band descriptions** and use the 'best-fit' principle to locate work within the appropriate mark band. *Note that assessments refer to bands and not grades.*
- (c) **Mark positively and use the full range of marks**, particularly at Band 1. Locate folders firmly within the band and **use the lowest mark** in a band only if the work is of **borderline** quality.
- (d) Once a final mark has been arrived at, look again at the *mark band descriptions*. Does the **overall mark** fairly reflect the achievement?

Mark band descriptions

The band descriptions for each of the units are printed within these guidelines. These are adapted from the *generic mark band descriptions* which appear in the specification and which form the basis of mark schemes for all units.

Schemes of assessment

The Certificate in Living Texts has three compulsory units B931, B932 and B933. All units are internally assessed by centres and externally moderated by OCR.

Unit B931: *Analysing Texts*

40% of the total Certificate

Candidates are required to complete two tasks, each worth 40 marks.

Total = **80 marks**

Candidates study **at least two** extended texts chosen by the centre.

Candidates must complete **two** tasks, formulated by the centre, each based on a different text (or texts). One or both of the tasks may be a comparative study.

Tasks must require analytical response to the text(s) studied.

Analytical responses should:

- demonstrate understanding and imagination in engaging with the text(s)
- explore and develop ways of interpreting the text(s)
- be supported by careful reference to the text(s).

The suggested word count for the candidate responses is no more than 1000 words each.

Candidates are expected to demonstrate the following in the context of the content as described:

AO1: Read texts with understanding and imagination, exploring and developing interpretations.

		Descriptors
BAND	MARKS	AO1: Read texts with understanding and imagination, exploring and developing interpretations
1	40 39 38 37 36	<p>A sustained and fully convincing response</p> <ul style="list-style-type: none"> • showing sustained perception in engaging with text(s) and task • showing sustained insight in exploring ways in which the text(s) may be interpreted • supported by precise and perceptive references to detail from the text
2	35 34 33 32 31	<p>A confident and cogent response</p> <ul style="list-style-type: none"> • showing some perception in engaging with text(s) and task • showing some insight in exploring ways in which the text(s) may be interpreted • supported by cogent reference to detail from the text
3	30 29 28 27 26	<p>A clear and developed response</p> <ul style="list-style-type: none"> • showing good understanding of text(s) and task • giving clear explanation of how the text(s) may be interpreted • supported by clearly appropriate reference to the text
4	25 24 23 22 21	<p>A reasonably developed response</p> <ul style="list-style-type: none"> • showing understanding of text(s) and task • showing understanding of how the text(s) may be interpreted • supported by relevant reference to the text
5	20 19 18 17 16	<p>A response with some organisation</p> <ul style="list-style-type: none"> • showing some understanding of text(s) and task • showing some understanding of how the text(s) may be interpreted • giving examples of support from the text
6	15 14 13 12 11	<p>Some relevant comments</p> <ul style="list-style-type: none"> • showing some awareness of text(s) and task • showing some awareness of how the text(s) may be interpreted • making some reference to the text
7	10 9 8 7 6	<p>A few points</p> <ul style="list-style-type: none"> • making a few comments about text(s) and task and/or how the text(s) may be interpreted • making a few references to the text
8	5 4 3 2 1 0	<p>A minimal response</p> <ul style="list-style-type: none"> • showing very little awareness of text(s) or task or of how the text(s) may be interpreted • making very little/or no reference to the text

Unit B932: *Recreating Texts*

30% of the total Certificate

Candidates are required to complete two tasks, each worth 30 marks

Total = **60 marks**

Candidates study **two** texts.

Candidates must complete **two** tasks, formulated by the centre, each based on a different text (or texts). The tasks must be completed under low level controlled conditions.

Tasks must require recreative response to the text(s) studied.

Recreative response should:

- demonstrate an ability to recreate the 'voice' or register of the stimulus text(s)
- show understanding of the content and meaning of the stimulus text(s)
- show understanding of how meaning and effects are produced in the stimulus text(s).

The suggested word count for the candidate responses is no more than 800 words each.

Candidates are expected to demonstrate the following in the context of the content as described:

AO2: Respond creatively to texts in a variety of forms, showing understanding of how meaning and effects are produced.

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BAND	MARKS	Descriptors	Exemplars
1	30 29 28 27	<p>A confident and entirely convincing response</p> <ul style="list-style-type: none"> in a 'voice' or register which is entirely convincing and fully consistent with the stimulus text showing perceptive understanding of the stimulus text showing sustained insight into ways in which meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> <i>eg in a short story, the narrative 'voice' creates a mood/atmosphere entirely consistent with the stimulus text</i> <i>eg in a monologue, the imagined thoughts, feelings or attitudes of a re-created character reveal insight into stimulus text</i> <i>eg in a satirical article, the level of controlled anger is well judged to echo that in the stimulus text</i>
2	26 25 24 23	<p>A sustained and cogent response</p> <ul style="list-style-type: none"> in a 'voice' or register which is convincing and consistently appropriate to the stimulus text showing some perceptive understanding of the stimulus text showing some insight into ways in which meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> <i>eg in a formal report, the level of formality of style matches very closely that of the stimulus text</i> <i>eg in the continuation of a biographical text, point of view and tone are accurately recreated</i> <i>eg in travel writing, point of view/opinion is suggested by juxtaposition of details, as in the stimulus text</i>
3	22 21 20 19	<p>A clear and developed response</p> <ul style="list-style-type: none"> in a 'voice' or register which is clearly and consistently appropriate to the stimulus text showing good understanding of the stimulus text showing clear understanding of how meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> <i>eg in an opening for a crime novel, controlled informal speech patterns are used as in the stimulus text to suggest character</i> <i>eg in an autobiographical text, makes reference to key experiences in the stimulus text</i> <i>eg in a radio talk, an extended metaphor is used to connect stages of an argument, as in the stimulus text</i>
4	18 17 16 15	<p>A reasonably developed response</p> <ul style="list-style-type: none"> in a 'voice' or register which is generally appropriate to the stimulus text showing understanding of the stimulus text showing understanding of how meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> <i>eg in a TV script for EastEnders episode, the characters' language has features appropriate to the context</i> <i>eg in a diary entry, events are described in some detail revealing overall grasp of main events in the stimulus text</i> <i>eg in a play script, stage directions are used to enhance the tension of the situation, as in the stimulus text</i>

5	14 13 12 11	<p>A response with some organisation</p> <ul style="list-style-type: none"> • showing some understanding of the need to use an appropriate ‘voice’ or register • showing some understanding of the stimulus text • showing some understanding of how meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> • <i>eg in a scientific report, use is made of passive voice</i> • <i>eg in development of a drama script, shows some basic understanding of characters’ motivation</i> • <i>eg in setting the scene for a ghost story, some use is made of description of location/weather/sounds, as in the stimulus text</i>
6	10 9 8 7	<p>A partly relevant response</p> <ul style="list-style-type: none"> • showing some awareness of the need to use an appropriate ‘voice’ or register • showing some awareness of the stimulus text • showing some awareness of how meaning and effect are created in the stimulus text 	<ul style="list-style-type: none"> • <i>eg in a speech to students, some attempt at personal address/appeal</i> • <i>eg in a personal narrative, includes some reference to a significant place</i> • <i>eg in writing a blog, first person and present tense are used to attempt immediacy, as in the stimulus text</i>
7	6 5 4 3	<p>A limited response</p> <ul style="list-style-type: none"> • making occasional attempts at an appropriate ‘voice’ or register • showing limited awareness of the stimulus text • showing limited awareness of how meaning and effect are created 	<ul style="list-style-type: none"> • <i>eg in a teenage magazine article, the language includes a few colloquialisms familiar to a teenage reader</i> • <i>eg in continuing a story, a character refers to major event</i> • <i>eg in a newspaper report of a sports match, occasional use is made of vivid verbs of movement, as in the stimulus text</i>
8	2 1 0	<p>A minimal response</p> <ul style="list-style-type: none"> • showing very little attempt to use an appropriate ‘voice’ or register • showing very little/or no awareness of stimulus text or of how meaning and effect are created 	<ul style="list-style-type: none"> • <i>eg in a short story, the narrative switches randomly between first and third person</i> • <i>the response has very little connection to a stimulus text</i>

Unit B933: Comparing Texts – Personal Study

30% of the total Certificate

Candidates are required to complete one task worth **40 marks**

Candidates are expected to compare at least **two** texts.

Candidates produce a written study, accompanied by a presentation or discussion based on the study. The task for the study is formulated by the centre in discussion with the candidate

Both elements of the task must be completed in order to qualify for the full range of marks available.

Taking the written and presentation elements together, mark the response out of 40. The mark should be awarded holistically, bearing in mind that the weighting of the two elements should be approximately 3:1. (Candidates can receive a maximum of 30 marks if a written response only is completed. Candidates can receive a maximum of 10 marks if the presentation alone is completed. Mark according to the mark scheme.)

Tasks must require comparative exploration of the texts studied.

Comparative response should:

- demonstrate an ability to explore ways in which texts link and connect with one another
- show understanding of how meaning and effects are produced in different texts
- be supported by careful reference to the texts.

For the written study the suggested word count is no more than 1000 words. The suggested time for presentation or discussion is between 10–30 minutes, depending on the style of the presentation.

Candidates are expected to demonstrate the following in the context of the content as described:

AO3: Explore ways in which links and connections between texts can shape readers' responses

		Descriptors
BAND	MARKS	AO3: Explore ways in which links and connections between texts can shape readers' responses
1	40 39 38 37 36	<p>A sustained and fully convincing response</p> <ul style="list-style-type: none"> • showing sustained perception in exploring ways in which texts link and connect with one another • showing sustained insight in exploring ways in which meaning and effect are created in different texts • supported by precise and perceptive references to detail from the texts
2	35 34 33 32 31	<p>A confident and cogent response</p> <ul style="list-style-type: none"> • showing some perception in exploring ways in which texts link and connect with one another • showing some insight in exploring ways in which meaning and effect are created in different texts • supported by cogent reference to detail from the texts
3	30 29 28 27 26	<p>A clear and developed response</p> <ul style="list-style-type: none"> • showing good understanding of ways in which texts link and connect with one another • giving clear explanation of how meaning and effect are created in different texts • supported by clearly appropriate references to the texts
4	25 24 23 22 21	<p>A reasonably developed response</p> <ul style="list-style-type: none"> • showing understanding of how texts may link and connect with one another • showing understanding of how meaning and effect are created in different texts • supported by relevant reference to the texts
5	20 19 18 17 16	<p>A response with some organisation</p> <ul style="list-style-type: none"> • showing some understanding that texts may link and connect with each other • showing some understanding of ways in which meaning and effect are created in different texts • giving examples of support from the texts
6	15 14 13 12 11	<p>Some relevant comments</p> <ul style="list-style-type: none"> • showing some awareness of links and connections between texts • showing some awareness of meaning and effect • making some reference to the texts
7	10 9 8 7 6	<p>A few points</p> <ul style="list-style-type: none"> • making a few comments about links/connections between texts and/or meaning/effect • making a few references to the texts
8	5 4 3 2 1 0	<p>A minimal response</p> <ul style="list-style-type: none"> • showing very little awareness of links/connections between texts or of meaning/effect • making very little or no reference to the texts