

## READING — Extended Responses to Text

### Critical Evaluations

In what follows the term "text(s)" should be taken to refer to poetry, drama and prose (both fiction and non-fiction) and also to films and radio and television programmes.

The quality of the text(s) chosen should allow the candidate to demonstrate the following skills.

	CREDIT	GENERAL	FOUNDATION
AS APPROPRIATE TO THE PURPOSE THE CANDIDATE	Displays a thorough familiarity with the text(s): this appears, e.g., in the analysis of its main ideas and purposes and through detailed reference to relevant areas of content  Shows an ability to relate significant detail to the overall context of the work(s) studied.	Displays an acceptable familiarity with the text(s): this appears in a statement of its main ideas and purposes and through reference to some relevant areas of content.  Shows some ability to relate detail to the overall context of the work(s) studied)	Displays some familiarity with the text(s): this appears in the statement of one or two of its main ideas and/or purposes and through reference to one or two relevant areas of content.  Shows a little ability to relate detail to the overall context of the work(s) studied.
	Gives a perceptive and developed account of what s/he has enjoyed in/gained from the text(s): this clearly conveys the sense of a genuine personal response and is substantiated by reference to pertinent features of the text(s).	Makes a reasonably developed statement about aspects of the text(s) which have affected him/her: this conveys the sense of a genuine personal response and is accompanied by some reference to pertinent features of the text(s).	Makes a statement about at least one aspect of the text(s) that has affected him/her: this conveys traces of a genuine personal response.
	Demonstrates awareness of technique by analysis, using critical terminology where appropriate: this appears in full and perceptive explication of stylistic devices substantiated by detailed reference to the text(s) and, where appropriate, apt quotation.	Identifies individual features of technique and explains their effects, using basic critical terminology where appropriate: this involves the brief explication of obvious stylistic devices and is accompanied by some reference to the text(s) and/or quotation.	Identifies one or two features of technique which contribute to some obvious effect: this is accompanied by some reference to the text(s) and/or quotation.

	CREDIT		GENERAL		FOUNDATION	
AS APPROPRIATE TO THE PURPOSE THE CANDIDATE	Organises the response in such a way as to reflect, accurately, the purpose and nature of the assignment: this appears in an ability to select what is relevant in the text(s) and give due weight and prominence to what is important; the response is a substantial one but not normally exceeding 600 words.		Organises the response so as to take some account of the purpose and nature of the assignment: most of what is selected from the text(s) is relevant and adequate attention is given to what is important; the response is a reasonably extended one, probably between 300 and 600 words.		Displays some signs of awareness of the purpose and nature of the assignment: some of what is selected from the text(s) is relevant and a degree of attention is given to what is important; the response is at least 100 words in length.	
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
DIFFERENTIATING FACTORS	Analysis of main ideas/purposes is thorough-going and precise  The account of personal reaction displays a high level of sensitivity and self-awareness  Use of critical terminology is confident and accurate.  There is an overall proportion and coherence in the structure of the response.	Analysis of main ideas/purposes is full but less penetrating than at grade 1.  The account of personal reaction is discerning but less fully realised than at grade 1.  Use of critical terminology is generally accurate but occasionally lacks the sureness of touch characteristic of grade 1.  Everything is relevant to the purpose of the assignment but there is some disproportion of constituent parts.	Statement of main ideas/ purposes is reasonably comprehensive and accurate.  Statement of personal reaction displays a degree of insight.  Use of basic critical terminology is reasonably assured.  There is clear reference throughout to the purpose of the assignment.	Statement of main ideas/ purposes is less complete/less correct than at grade 3.  Statement of personal reaction is more superficial and generalised than at grade 3.  Awareness of critical terminology falters on occasion.  Sense of the purpose of the assignment is present but not explicitly acknowledged throughout.	Statement of main ideas/ purposes displays a basic grasp.  Statement of personal reaction is brief but clear.  Awareness of technique is conveyed explicitly in simple non-technical language.  There is at least one explicit reference to the purpose of the assignment.	Grasp of main ideas/purposes is tenuous.  Statement of personal reaction lacks clarity but conveys a recognisable stance in relation to text(s).  technique is detectable but tends to appear implicitly.  Awareness of purpose appears briefly/implicitly.