

PGT Marking Criteria (Literature and Linguistics)

| General Description | Grade | Criteria |
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| <p>DISTINCTION Work in the 70-100 range demonstrates an impressive understanding of relevant scholarly debates, the ability to contribute new insights to these debates, and is fully conversant with the topic or sub-field. Evidence of independent research and research skills is impressive.</p> <p>Work in the 80-100 range, in addition to the above, makes contributions to the field and shows outstanding evidence of independent research.</p> <p>Work in the 90-100 range, in addition to the above, may challenge established scholarly models and/or make a significant intervention in current knowledge.</p> | 90-100 | <ul style="list-style-type: none"> • achieves all the criteria listed in the 80-89 range AND makes a substantial and original contribution to the field |
| | 80-89 | <ul style="list-style-type: none"> • <u>knowledge</u>: comprehensive knowledge showing outstanding depth and/or breadth • <u>independence</u>: displays the highest levels of ambition and originality in conceptualisation; ranges substantially beyond taught material • <u>evidence</u>: rigorous and exacting selection & authoritative interpretation of primary evidence and/or data • <u>secondary sources</u>: subtle and considered engagement with sources; fully conversant with the relevant debates and major developments in the field • <u>critical/analytical skills</u>: dynamic and incisive critical analysis and/or independent skills in the analysis of new data • <u>argumentation</u>: cogent, tightly focused & fluently developed argumentation • <u>writing and presentation</u>: excellent command of academic writing (including referencing and layout) and discipline-specific vocabulary; few or no errors in grammar, punctuation and lexical choice |
| | 70-79 | <ul style="list-style-type: none"> • <u>knowledge</u>: extensive knowledge showing considerable depth and/or breadth • <u>independence</u>: significant ambition and originality in conceptualisation; ranges well beyond taught material • <u>evidence</u>: thorough and judicious selection & sophisticated interpretation of primary evidence and/or data • <u>secondary sources</u>: sophisticated engagement with sources, including understanding of major developments and/or debates in the field • <u>critical/analytical skills</u>: adept and insightful close reading and/or critical analysis • <u>argumentation</u>: sophisticated, consistently focused & finely wrought argumentation • <u>writing and presentation</u>: excellent command of academic writing (including referencing and layout) and discipline-specific vocabulary; very few or no errors in grammar, punctuation and lexical choice |
| <p>MERIT Work in the 60-69 range is conversant with relevant scholarly sources, though may lack a firm grasp of wider contexts. There is clear evidence of independent research, knowledge has been well-assimilated. Some independent insights are offered, although their potential implications may be either overlooked or overstated. The argument may lack a consistently sophisticated focus.</p> | 60-69 | <ul style="list-style-type: none"> • <u>knowledge</u>: detailed knowledge showing appropriate depth and/or breadth • <u>independence</u>: some ambition and originality in conceptualisation; significant evidence of work beyond taught material • <u>evidence</u>: detailed and careful selection & interpretation of primary evidence and/or data • <u>secondary sources</u>: conversant with most of the relevant sources; sustained thoughtful engagement with sources; reaches for, but may not fully achieve, a nuanced grasp of their arguments • <u>critical/analytical skills</u>: precise and thorough close reading and/or critical analysis • <u>argumentation</u>: coherent & consistently well-developed argumentation • <u>writing and presentation</u>: precise command of academic writing (including referencing and layout) and discipline-specific vocabulary; few or no errors in grammar, punctuation and lexical choice |
| <p>PASS Work in the 50-59 range shows an accurate appreciation of major debates in the field but may be overly dependent on received</p> | 50-59 | <ul style="list-style-type: none"> • <u>knowledge</u>: sound knowledge but lacking in depth and/or breadth • <u>independence</u>: some evidence of work beyond taught material • <u>evidence</u>: sufficient and largely relevant use of primary evidence and/or data |

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| <p>ideas. There is some evidence of independent research, albeit limited in scope. Major points are insufficiently elaborated and/or supported.</p> | | <ul style="list-style-type: none"> • <u>secondary sources</u>: sound knowledge of sources but engagement with them is partial or inconsistent • <u>critical/analytical skills</u>: adequate close reading and/or critical analysis • <u>argumentation</u>: generally coherent argumentation, with some flaws (e.g. inconsistency, repetition, insufficient development) • <u>writing and presentation</u>: general command of academic writing (including referencing and layout) and discipline-specific vocabulary; reasonably well-written |
| <p>CONDONABLE FAIL Work in the 40-49 range shows a poorly informed grasp of scholarly sources and is under-researched. The argument, though somewhat relevant to the topic or research question, is derivative. The work may have a discernible argument but it is descriptive rather than analytical. The evidence may largely derive from non-scholarly sources.</p> | <p>40-49</p> | <ul style="list-style-type: none"> • <u>knowledge</u>: superficial knowledge • <u>independence</u>: minimal evidence of work beyond taught material • <u>evidence</u>: contains some but insufficient and/or irrelevant use of primary evidence and /or data • <u>secondary sources</u>: little knowledge & unsophisticated use of sources • <u>critical/analytical skills</u>: partial or cursory close reading and/or critical analysis • <u>argumentation</u>: contains incoherent, unfocused and/or irrelevant elements • <u>writing and presentation</u>: inadequate command of academic writing (including referencing and layout) and discipline-specific vocabulary; writing lacks clarity or precision and has errors |
| <p>OUTRIGHT FAIL Work in the 0-39 range shows little to no grasp of scholarly sources and is severely under-researched. The argumentation, if discernible, is not perceptibly relevant to the topic or research question, and it is lacking in originality or analytical skill. The evidence may almost entirely derive from non-scholarly sources.</p> | <p>0-39</p> | <ul style="list-style-type: none"> • <u>knowledge</u>: inadequate or inaccurate knowledge • <u>independence</u>: little to no evidence of work beyond taught material • <u>evidence</u>: often or entirely insufficient and/or irrelevant use of primary evidence and/or data • <u>secondary sources</u>: little to no knowledge of sources; little to no thoughtful engagement with sources • <u>critical/analytical skills</u>: poor close reading and/or critical analysis • <u>argumentation</u>: often or entirely incoherent, unfocused and/or irrelevant • <u>writing and presentation</u>: little to no command of academic writing (including referencing and layout) and discipline-specific vocabulary; writing is careless and has many errors |

PGT Marking Criteria (Creative Writing)

| General Description | Grade | Criteria |
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| <p>DISTINCTION Work in the 70-100 range demonstrates to a higher standard the qualities listed for Merit, creatively integrated and combined with independent flair and enterprise to produce work that is ambitious, markedly original in relation to existing work in its field and searching in its enquiry.</p> | 90-100 | <p>Both Creative and Essay work in this range demonstrates all the criteria listed in the 80-89 range and is distinguished by its imaginative power; the evidence it shows of a sophisticated awareness of the processes of revision and of the contribution that readers or audiences make to the realization of a text or performance; AND is of such a high standard that publication or performance commensurate for this stage in a writing career is felt to be deserved.</p> |
| | 80-89 | <p>Creative work demonstrates a sophisticated and discriminating creative engagement with the expressive and imaginative powers of language; a sophisticated understanding of, and the ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; an independent and disciplined commitment to writing, demonstrating a wide range of editorial skills; a sophisticated understanding of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and an excellent capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling. Work in this range is felt to be close to publishable or performable commensurate for this stage in a writing career.</p> <p>Essay Work demonstrates a sophisticated and erudite ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; a sophisticated understanding of the historical and cultural dimensions of language use and literature; a sophisticated understanding of different audiences and modes of dissemination for creative work both professional and informal; a sophisticated practical understanding of the transferability of Creative Writing skills to a variety of contexts; and an excellent capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with an excellent ability to use citation and construct an appropriate bibliography.</p> |
| | 70-79 | <p>Creative Work demonstrates a discriminating creative engagement with the expressive and imaginative powers of language; an understanding of, and the ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; an independent and disciplined commitment to writing, demonstrating a wide range of editorial skills; an understanding of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and a marked capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling.</p> <p>Essay Work demonstrates a very strong ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; an understanding of the historical and cultural dimensions of language use and literature; an understanding of different audiences and modes of dissemination for creative work, both professional and informal; a practical understanding of the transferability of Creative Writing skills to a variety of contexts; and a marked capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with a skillful ability to use citation and construct an appropriate bibliography.</p> |
| <p>MERIT Work in the 60-69 range demonstrates the ability to generate original creative work</p> | | <p>Creative Work demonstrates very good engagement with the expressive and imaginative powers of language; very good understanding of, and very good ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; an</p> |

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| <p>and develop it through editing and revision, as well as demonstrating a reflective approach to the process of composition that shows that it is understood as capable of being explored and articulated.</p> | <p>60-69</p> | <p>independent and disciplined commitment to writing, demonstrating a very good range of editorial skills; very good understanding of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and very good capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling.</p> <p>Essay Work demonstrates very good ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; very good awareness of the historical and cultural dimensions of language use and literature; very good awareness of different audiences and modes of dissemination for creative work, both professional and informal; very good awareness of the transferability of Creative Writing skills to a variety of contexts; and very good capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with very good ability to use citation and construct an appropriate bibliography.</p> |
| <p>PASS Work in the 50-59 range demonstrates some ability to generate original creative work and develop it through editing and revision, as well as demonstrating a developing reflective approach to the process of composition, showing some awareness of it as capable of being explored and articulated.</p> | <p>50-59</p> | <p>Creative Work demonstrates some engagement with the expressive and imaginative powers of language; some understanding of, and some ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; some independent and disciplined commitment to writing, demonstrating a limited range of editorial skills; some understanding of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and some capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling.</p> <p>Essay Work demonstrates some ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; some awareness of the historical and cultural dimensions of language use and literature; some awareness of different audiences and modes of dissemination for creative work both professional and informal; some awareness of the transferability of Creative Writing skills to a variety of contexts; and some capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with some ability to use citation and construct an appropriate bibliography.</p> |
| <p>CONDONABLE FAIL Work in the 40-49 range demonstrates limited ability to generate original creative work and develop it through editing and revision, as well as demonstrating a limited reflective approach to the process of composition, showing little awareness of it as capable of being explored and articulated. Submitted work may be incomplete or missing a component.</p> | <p>40-49</p> | <p>Creative Work demonstrates limited engagement with the expressive and imaginative powers of language; limited understanding of, and limited ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; limited independent and disciplined commitment to writing, demonstrating a very restricted range of editorial skills; limited understanding of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and limited capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling.</p> <p>Essay Work demonstrates limited ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; limited awareness of the historical and cultural dimensions of language use and literature; limited awareness of different audiences and modes of dissemination for creative work both professional and informal; limited awareness of the transferability of Creative Writing skills to a variety of contexts; and limited capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with limited ability to use citation and construct an appropriate bibliography.</p> |
| <p>OUTRIGHT FAIL Work in the 0-39 range demonstrates very limited or no ability to generate original creative work and develop it through editing and revision, as well as</p> | | <p>Creative Work may demonstrate very limited or no engagement with the expressive and imaginative powers of language; very limited or no understanding of, and limited or no ability to deploy, the rules, conventions and possibilities of written and spoken language in a range of forms and genres; limited or no independent and disciplined commitment to writing, demonstrating few or no editorial skills; little or no understanding</p> |

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| <p>demonstrating a very limited reflective approach to the process of composition, showing little or no awareness of it as capable of being explored and articulated. Submitted work may be incomplete or missing a component.</p> | <p>0-39</p> | <p>of writing as communication, with a variety of possible destinations and purposes, involving different priorities and skills; and limited or no capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling.</p> <p>Essay Work may demonstrate limited or no ability to reflect on the creative process and the outcomes of that process, and to conduct research to support original writing; limited or no awareness of the historical and cultural dimensions of language use and literature; limited or no awareness of different audiences and modes of dissemination for creative work both professional and informal; limited or no awareness of the transferability of Creative Writing skills to a variety of contexts; and limited or no capacity for presentation in terms of appropriate grammar, syntax, punctuation and spelling, coupled with little or no ability to use citation and construct an appropriate bibliography.</p> |
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