

## Assessment Criteria: Component 3 WRITE-3

### Responsive Writing / Creative Response

10 marks for AO1; 10 marks for AO2

	<b>AO1: Communicate and develop ideas through an imaginative use of language and an effective use of formal and structural devices</b>		<b>AO2: Communicate lucidly in fluent, cogent writing, with professional standards of technical accuracy and precision</b> Consider: <ul style="list-style-type: none"> <li>• organisation and coherence</li> <li>• technical skill and control</li> <li>• accuracy of spelling and punctuation</li> </ul>
<b>Band 5</b> <b>9-10</b>	<b>Professional</b> development of ideas through playful and inventive use of language <b>Richly developed and sustained</b> use of appropriate forms, structures and conventions, leading to a <b>professional</b> overall affect ... ...all contributing to <b>publishable</b> writing which fully communicates aims and ideas	<b>Band 5</b> <b>9-10</b>	<b>Richly developed, highly-crafted</b> writing <b>Professional and effective</b> technical control <b>Near faultless</b> accuracy of spelling and punctuation
<b>Band 4</b> <b>7-8</b>	<b>Accomplished</b> development of ideas through confident and thoughtful use of language <b>Convincing</b> use of appropriate forms, structures and conventions, leading to a confident overall affect ... ...all contributing to <b>accomplished</b> writing which convincingly communicates aims and ideas	<b>Band 4</b> <b>7-8</b>	<b>Convincing, crafted</b> writing <b>Accomplished</b> technical control A <b>high level</b> of accuracy with spelling and punctuation
<b>Band 3</b> <b>5-6</b>	<b>Developed</b> ideas are communicated through clear, sometimes skilful, use of language Some <b>effective</b> use of appropriate forms, structures and conventions ... ...all leading to <b>fluent</b> writing that achieves some its intentions, even if it has uneven moments	<b>Band 3</b> <b>5-6</b>	<b>Fluent, controlled</b> writing <b>Capable</b> control of technical features <b>Developed</b> use of spelling and punctuation
<b>Band 2</b> <b>3-4</b>	Ideas are conveyed through <b>adequate</b> use of language <b>Developing</b> use of appropriate forms, structures and conventions ... ...all leading to <b>adequate</b> writing that is sometimes unconvincing in its aims and intentions	<b>Band 2</b> <b>3-4</b>	<b>Adequate</b> writing <b>Developing</b> technical control <b>Uneven</b> spelling and punctuation
<b>Band 1</b> <b>1-2</b>	<b>Limited</b> development of ideas and <b>basic</b> use of language <b>Basic</b> use of forms, structures and conventions ... ...all leading to <b>unconvincing</b> writing	<b>Band 1</b> <b>1-2</b>	<b>Unconvincing</b> writing <b>Unsatisfactory</b> technical control Spelling and punctuation can impede meaning and communication
<b>0</b> <b>Marks</b>	No writing, or no relevant writing, produced	<b>0</b> <b>Marks</b>	No writing, or no relevant writing, produced

## Assessment Criteria: Component 3 WRITE-3

### Responsive Writing / Critical Commentary

10 marks for AO3; 10 marks for AO4

	<b>AO3: Demonstrate a critical relationship with one's own writing processes, including reflection on editorial decision making</b>		<b>AO4: Demonstrate critical awareness of the relationship between existing published work and one's own writing</b>
<b>Band 5</b> <b>9-10</b>	<b>Professional</b> critical awareness of one's own writing processes <b>Richly developed</b> consideration of relationships between ideas, aims and techniques <b>Highly effective</b> editorial decision making	<b>Band 5</b> <b>9-10</b>	<b>Professional</b> critical reflection on the relationship between the reading of published works and the development of one's own writing <b>Richly developed</b> consideration of techniques gleaned from one's reading of other writers
<b>Band 4</b> <b>7-8</b>	<b>Accomplished and convincing</b> awareness of one's own writing processes <b>Convincing</b> consideration of relationships between ideas, aims and techniques <b>Accomplished</b> editorial decision making	<b>Band 4</b> <b>7-8</b>	<b>Accomplished and convincing</b> reflection on the relationship between the reading of published works and the development of one's own writing <b>Accomplished and convincing</b> consideration of techniques gleaned from one's reading of other writers
<b>Band 3</b> <b>5-6</b>	<b>Developed</b> awareness of one's own writing processes Some <b>effective</b> consideration of relationships between ideas, aims and techniques Some <b>effective</b> editorial decision making	<b>Band 3</b> <b>5-6</b>	<b>Developed</b> reflection on the relationship between the reading of published works and the development of one's own writing Some <b>developed and effective</b> consideration of techniques gleaned from one's reading of other writers
<b>Band 2</b> <b>3-4</b>	<b>Developing</b> awareness of one's own writing processes <b>Developing, mostly descriptive</b> consideration of relationships between ideas, aims and techniques <b>Developing</b> editorial decision making	<b>Band 2</b> <b>3-4</b>	<b>Developing</b> reflection on the relationship between the reading of published works and the development of one's own writing <b>Developing</b> consideration of techniques gleaned from one's reading of other writers
<b>Band 1</b> <b>1-2</b>	<b>Limited</b> awareness of one's own writing processes <b>Basic</b> consideration of relationships between ideas, aims and techniques <b>Limited</b> editorial decision making	<b>Band 1</b> <b>1-2</b>	<b>Limited</b> reflection on the relationship between the reading of published works and the development of one's own writing <b>Basic</b> consideration of techniques gleaned from one's reading of other writers
<b>0 Marks</b>	No writing, or no relevant writing, produced	<b>0 Marks</b>	No writing, or no relevant writing, produced

This unit assesses all four assessment objectives. See section 5 for Assessment Objectives in full. The table shows the percentage weightings of each of the AOs in this unit and in the specification as a whole.