

Annex 3 – Marking Criteria for English Literature Streaming Exercise

Descriptors give a **broad indication** of the kinds of characteristics seen in work associated with each category.

	Stage 1 (IG) [International Student Seminar Group]	Stage 1	Stage 2+
	Task fulfilment		
Understanding and relevance	<p>Student has fundamentally misunderstood or has failed to fulfil requirements of the task.</p> <p>Student’s answer does not satisfactorily address the question.</p> <p>Writing may be unconvincing due to overly polemical or personal tone, overuse of plot summaries, or inclusion of irrelevant passages.</p>	<p>Student has mostly understood and fulfilled the requirements of the task.</p> <p>Student’s answer satisfactorily addresses the question.</p> <p>Writing may be unconvincing in parts due to inappropriate tone or irrelevant content.</p>	<p>Student has fully understood and fulfilled the requirements of the task.</p> <p>Student’s answer addresses the question thoroughly and convincingly.</p> <p>Writing is convincing, balanced and relevant.</p>
Development of argument	<p>Student’s answer has no identifiable, cohesive line of argument.</p> <p>Ideas are undeveloped, simplistic, or over generalised. There is very little evidence of critical analysis.</p>	<p>Student’s answer has a line of argument, but this lacks cohesion in places.</p> <p>Ideas are developed to an extent. There may be some simplistic or over generalised claims. There is some evidence of critical analysis.</p>	<p>Student’s answer has an identifiable and cohesive line of argument.</p> <p>Ideas are relevant and well-developed, demonstrating critical analysis.</p>
Support for argument	<p>Argument and ideas are unsupported by evidence from the text, or selections from text used in support are misunderstood or inappropriate.</p> <p>Student may have used contextual or historical information inaccurately or inappropriately.</p>	<p>Argument and ideas are generally supported by appropriate evidence from the text.</p> <p>Student may have used relevant contextual or historical information to support argument.</p>	<p>Argument and ideas are supported by well-selected evidence from the text.</p> <p>Student may have made accurate and nuanced use of relevant contextual or historical information.</p>

Use of literary vocabulary	Student either has very little awareness of terms from literary theory, or student consistently misuses these terms.	Student has some awareness of relevant terms from literary theory, and attempts to use these in their answer.	Student is able to use terms from literary theory appropriately and accurately in their answer.
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