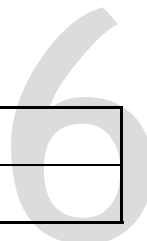


MED 6: Comparative Critical Analysis - Mark Scheme



NAME:	
TITLE:	

Level 6 51-60 marks	<p>Candidates:</p> <ul style="list-style-type: none"> • make extensive use of their learning at AS and A2 levels in responding to the texts. • show sophisticated knowledge & application of wider contexts relevant to the materials. • show very good evidence of critical autonomy.* • show evidence of a very good synoptic ability†, making effective textual readings and comparisons based on a comprehensive understanding and application of all relevant Key Concepts. • show a sophisticated identification of the similarities and differences between the two texts, showing a very clear understanding of the form & function of the different materials. • write a well structured and engaged response.
Level 5 41-50 marks	<p>Candidates:</p> <ul style="list-style-type: none"> • make use of their learning at AS and A2 levels in responding to the texts • show good knowledge and application of wider contexts relevant to the materials. • show good evidence of critical autonomy.* • show evidence of a good synoptic ability† in making effective textual readings and comparisons based on a clear understanding and application of all relevant Key Concepts. • show a good identification of the similarities and differences between the two texts, showing a clear understanding of the form and function of the different materials. • write a fluent and engaged response
Level 4 31-40 marks	<p>Candidates:</p> <ul style="list-style-type: none"> • make some use of their learning at AS and A2 levels in responding to the texts. • show a sound knowledge and application of some wider contexts relevant to the materials. • show a reasonable sense of critical autonomy. • show evidence of some synoptic ability in making textual readings and comparisons, although possibly not fully developed, based on a sound understanding and application of most relevant Key Concepts. • show a sound identification of the similarities and differences between the two texts, showing some understanding of the form and function of the different materials, although they may concentrate on some parts of the texts to the exclusion of others. • write a structured response.
Level 3 21-30 marks	<p>Candidates:</p> <ul style="list-style-type: none"> • make limited use of their learning at AS and A2 levels in responding to the texts, with limited knowledge and application of wider contexts relevant to the materials. • provide implicit evidence of the ability to make individual judgements informed by relevant theories, issues and debates. • show evidence of drawing on theories, issues and debates from different parts of the specification, making textual readings/comparisons with some reference to Key Concepts. • candidates show some identification of the similarities and differences between the two texts, with some limited reference to the texts. • write a straightforward response.
Level 2 11-20 marks	<p>Candidates:</p> <ul style="list-style-type: none"> • show little evidence of drawing on theories, issues and debates from different parts of the specification or reference to Key Concepts. • show some awareness of the similarities and differences between the two texts.
Level 1 0-10 marks	<p>There may be some points of analysis to credit here, but answers may be primarily descriptive or may fail to engage with the materials.</p>

TARGET	
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* - the ability to make individual judgements informed by relevant theories, issues and debates
 † (drawing together theories, issues and debates from different parts of the specification)