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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Task:** | |  |  |  |  |  |  |  |  |  |  |  |  |
| **\*\*\* I know the set texts well. \*\*\*** | |  |  |  |  |  |  |  |  |  |  |  |  |
| 1a | Writing is clear, accurate, & **relevant** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1b | Fluent and eloquently written |  |  |  |  |  |  |  |  |  |  |  |  |
| 1c | Effective use of technical terminology |  |  |  |  |  |  |  |  |  |  |  |  |
| 1d | Response is creative/incisive |  |  |  |  |  |  |  |  |  |  |  |  |
| 1e | Argument is well structured and developed |  |  |  |  |  |  |  |  |  |  |  |  |
| 2a | Argument supported by frequent quotation |  |  |  |  |  |  |  |  |  |  |  |  |
| 2b | Consideration given to form/structure |  |  |  |  |  |  |  |  |  |  |  |  |
| 2c | Detailed analysis of language at clause/sentence level |  |  |  |  |  |  |  |  |  |  |  |  |
| 2d | Detailed analysis of language at phrase/word level |  |  |  |  |  |  |  |  |  |  |  |  |
| 2e | Analyses clearly linked to topic/title/question |  |  |  |  |  |  |  |  |  |  |  |  |
| 2f | Analyses demonstrate holistic understanding of the text (its issues, themes, etc.) |  |  |  |  |  |  |  |  |  |  |  |  |
| 3a | Context of production considered |  |  |  |  |  |  |  |  |  |  |  |  |
| 3b | Context of reception considered |  |  |  |  |  |  |  |  |  |  |  |  |
| 3c | 3a used effectively to support arguments/analyses |  |  |  |  |  |  |  |  |  |  |  |  |
| 3d | 3b used effectively to support arguments/analyses |  |  |  |  |  |  |  |  |  |  |  |  |
| 3e | Awareness of writers’ views of their own work |  |  |  |  |  |  |  |  |  |  |  |  |
| 4a | Occasional links between texts made |  |  |  |  |  |  |  |  |  |  |  |  |
| 4b | Regular links between texts made |  |  |  |  |  |  |  |  |  |  |  |  |
| 4c | Conceptualized links identified (e.g. “both poets are concerned with questions of *x*, but explore them in very different ways. For example,…) |  |  |  |  |  |  |  |  |  |  |  |  |
| 4d | Detailed and sustained comparisons/contrasts developed across writing |  |  |  |  |  |  |  |  |  |  |  |  |
| 4e | Balanced treatment of texts |  |  |  |  |  |  |  |  |  |  |  |  |
| 5a | Developed interpretations (of, e.g., broad themes, repeated images, symbols etc.) |  |  |  |  |  |  |  |  |  |  |  |  |
| 5b | Some awareness of alternative interpretations |  |  |  |  |  |  |  |  |  |  |  |  |
| 5c | Alternative interpretations explored in detail |  |  |  |  |  |  |  |  |  |  |  |  |
| 5d | Awareness of other critics’ views |  |  |  |  |  |  |  |  |  |  |  |  |
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