**A Level English Literature Project Transition Task**

*Using at least two examples of literature from different periods of history, explore how the theme of identity is conveyed with reference to the context it was written in; language, form and structure. You can also refer to literary criticism (which you will find online – see a possible link below) to explore your ideas and present different viewpoints.*

*(25 Marks.)*

*In your response you should explore at least two of the following forms of literature: poetry (you could use your GCSE Literature Anthology), prose (you could use your C19th GCSE text or any other book you have read) or plays (this could be ‘Romeo and Juliet’ or ‘Macbeth’ or you could use ‘An Inspector Calls’). To clarify, you should not compare two poems or two plays, but you can compare a poem to a play.*

You will be marked on the following assessment objectives:

* AO1-Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. (28%)
* AO2-Analyse ways in which meanings are shaped in literary texts. (24%)
* AO3-Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. (24%)
* AO4-Explore connections across literary texts. (12%) AO5 Explore literary texts informed by different interpretations. (12%)

Useful websites:

<http://www.ipl.org/div/pf/entry/48496> (Literary criticism)

<https://www.google.co.uk/search?q=literary+criticism&oq=literary+criticism&aqs=chrome..69i57j0l5.4305j0j7&sourceid=chrome&ie=UTF-8#q=extracts+from+contemporary+texts+about+identity> (finding extracts from contemporary texts)

<https://www.google.co.uk/search?q=literary+criticism&oq=literary+criticism&aqs=chrome..69i57j0l5.4305j0j7&sourceid=chrome&ie=UTF-8#q=extracts+from+victorian+texts+about+identity> (finding extracts from Victorian texts)

<https://www.google.co.uk/search?q=literary+criticism&oq=literary+criticism&aqs=chrome..69i57j0l5.4305j0j7&sourceid=chrome&ie=UTF-8#q=extracts+from+elizabethan+texts+about+identity> (finding extracts from Elizabethan texts)

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| **Mark Scheme.** | **Assessment Objective 1**  Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. | **Assessment Objective 2**  Analyse ways in which meanings are shaped in literary texts. | **Assessment Objective 3**  Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. | **Assessment Objective 4**  Explore connections across literary texts. | **Assessment Objective 5**  Explore literary texts informed by different interpretations. |
| Band 1:  Largely irrelevant/largely misunderstood/largely inaccurate  1–5 marks | * some vague points in relation to the task and some ideas about task and text(s) * the writing is likely to be unclear and incorrect; if it is accurate the content will be irrelevant * little sense of the AOs in relation to the task; little sense of how meanings are shaped; little sense of any relevant contexts; little sense of any connection arising out of comparative study; little sense of an argument in relation to the task | | | | |
| Band 2:  Simple/generalised  6–10 marks | * a simple structure to the argument which may not be consistent but which does relate to the task * generalised use of literary critical concepts and terminology; simple expression | * simple understanding of authorial methods in relation to the task * generalised engagement with how meanings are shaped by the methods used | * simple understanding of the significance of relevant contexts in relation to the task * generalised connections between those contexts and the comparative texts studied | * simple exploration of connections across literary texts arising out of comparative study | * simple and generalised response to interpretations, including over time |
| Band 3: Straightforward/relevant 11–15 marks | * sensibly ordered ideas in a relevant argument in relation to the task * some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression | * straightforward understanding of authorial methods in relation to the task * relevant engagement with how meanings are shaped by the methods used | * straightforward understanding of the significance of relevant contexts in relation to the task * relevant connections between those contexts and the comparative texts studied | * explores connections across literary texts arising out of comparative study in a straightforward way | * straightforward engagement with interpretations, including over time |
| Band 4:  Coherent/ thorough  16–20 marks | * logical, thorough and coherent argument in relation to the task where ideas are debated in depth * appropriate use of literary critical concepts and terminology; precise and accurate expression | * thorough understanding of authorial methods in relation to the task * thorough engagement with how meanings are shaped by the methods used | * thorough understanding of the significance of relevant contexts in relation to the task * coherence in the connection between those contexts and the comparative texts studied | * logical and consistent exploration of connections across literary texts arising out of comparative study | * thorough engagement with interpretations, including over time |
| Band 5:  Perceptive/assured  21–25 marks | * perceptive, assured and sophisticated argument in relation to the task * assured use of literary critical concepts and terminology; mature and impressive expression | * perceptive understanding of authorial methods in relation to the task * assured engagement with how meanings are shaped by the methods used | * perceptive understanding of the significance of relevant contexts in relation to the task * assuredness in the connection between those contexts and the comparative texts studied | * perceptive exploration of connections across literary texts arising out of comparative study | * perceptive and confident engagement with interpretations, including over time |