

English: Assessment Criteria

	DEVELOPING	WORKING TOWARDS SECURE	SECURE	SECURE PLUS	MASTERY
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YEAR 7

	<p>Reading: Responses identify some basic language techniques. Responses express a simple, personal opinion. No/basic textual reference. Limited identification of similarities or differences when exploring more than one text.</p> <p>Writing: Basic control and coherence (a basic sense of plot) may be in evidence though plot will most likely be uncontrolled. Lacking organisation (paragraphs will not be used to show obvious divisions). Limited use of structure and grammatical features to convey meaning. Communication is limited. Limited awareness of the audience/reader.</p>	<p>Reading: Responses identify and begin to comment on language techniques. Expresses a simple, personal opinion with some basic textual reference, though not always relevant. Identify basic similarities and/or differences when exploring more than one text.</p> <p>Writing: Basic control and coherence (a basic sense of plot and characterisation). Basic organisation (paragraphs may be used to show obvious divisions) Communication is limited but some meaning is conveyed. Some use of structure and grammatical features to convey meaning. Some basic awareness of the reader / intended audience. Some attempt to adapt register to purpose / audience (e.g.degree of formality).</p>	<p>Reading: Responses identify and give straightforward comments on language techniques. Responses will simply identify language for effect and use some subject terminology. Personal opinion supported by straightforward textual reference. Identify and give a straightforward description of some of the main similarities and differences when exploring more than one text.</p> <p>Writing: Some control and coherence (some control of plot and characterisation) Some organisation (narrative is beginning to have some shape and development). Structure and grammatical features are used to convey meaning. Communication is limited but clear. General awareness of the purpose and format of the task. Shows awareness of the reader/intended audience.</p>	<p>Reading: Responses identify and give more detailed comments on language techniques. Responses will identify language for effect and use some subject terminology. Comments will become more analytical and less personal. Identify and explore a wider range of similarities and differences when exploring more than one text.</p> <p>Writing: Mostly controlled and coherent (plot and characterisation show some detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with some accuracy to convey meaning. Communication is clear but limited in ambition. Shows clear understanding of the purpose and format of the task. Shows clear awareness of the reader/intended audience. Register is appropriately adapted to purpose/audience.</p>	<p>Reading: Responses explain how language is used to achieve effects and influence the reader and begin to show some understanding of language. Begins to use relevant subject terminology accurately to support their comments. Appropriate textual references and some critical awareness of the text. Identify similarities and differences and make some comparisons, commenting on how they are conveyed, when exploring more than one text.</p> <p>Writing: Controlled and coherent (plot and characterisation show detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with accuracy and confidence to convey meaning. Communication is clear and ambitious. Shows clear understanding of the purpose and format of the task. Shows clear understanding of the reader/intended audience. Register is appropriately adapted to purpose/audience, showing thought. Content is developed and appropriate reasons are given in support of opinions/ideas.</p>
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<p>Limited development of content. Limited range of sentence structure. Control of sentence construction is limited. Limited use of punctuation. Some spelling is accurate. Control of tense and agreement is limited. Limited range of vocabulary.</p> <p>Literature: Limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register. Use a simple approach to the task. May make generalised comments on writers' use of language, form and structure, though</p>	<p>Some relevant content despite uneven coverage of the topic. Content may be thin and brief. Simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order). Some basic clarity but communication of meaning is limited. Some attempt to develop content. Some attempt to control sentence construction. Some awareness of the need for tense agreement. An attempt to develop vocabulary, though still limited.</p> <p>Literature: Show a basic understanding of some key aspects of the text, with a little engagement. May support and justify their responses by some general reference to the text, perhaps including some quotations. May make basic reference to meanings and effects.</p>	<p>Clear attempt to adapt register to purpose / audience. Some reasons are given in support of opinions and ideas though not fully developed. Some sequencing of ideas into paragraphs (structure /direction may be uncertain). Communication has some clarity and fluency. Some variety of sentence structure. There is some control of sentence construction. Some control of a range of punctuation. Spelling is usually accurate. Control of tense and agreement is generally secure. Some range of vocabulary.</p> <p>Literature: Some focus on the task, convey ideas with some coherence and sometimes use an appropriate register. Show some understanding of key aspects of the text, with some engagement. Support and justify their responses by some direct reference to the text, including some</p>	<p>Content is developed and appropriate reasons are given in support of opinions/ideas. Ideas are organised into coherent arguments. Some shape and structure in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. Variety in sentence structure. Control of sentence construction is mostly secure. Range of punctuation is used, mostly accurately. Most spelling, including that of irregular words, is correct. Control of tense and agreement is mostly secure. Vocabulary is beginning to develop and is used with some precision.</p> <p>Literature: Focus on the task, convey ideas with general coherence and use a mostly appropriate register. Use a straightforward approach to the task. Show an understanding of key aspects of the text, with engagement. Support and justify their responses by appropriate</p>	<p>Ideas are organised into coherent arguments with development of thought. Clear shape and structure is evident in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. Variety in sentence and paragraph structure. Control of sentence construction is secure. Range of punctuation is used accurately and for specific effect. Spelling, including that of irregular words, is correct. Control of tense and agreement is always secure. Vocabulary is developing and is used with precision and thought.</p> <p>Literature: Clear and thoughtful focus on the task, convey ideas with coherence and use an appropriate register. Show a secure understanding of key aspects of the text, with considerable engagement. Support their responses by well-chosen direct reference to the text, including quotations. Discuss and increasingly analyse writers' use of language. Make thoughtful</p>
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	<p>not generally in evidence. Limited/no understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with limited accuracy. Vocabulary is limited.</p>	<p>May use some subject terminology but not always accurately. Some awareness of the relationship between a text and the context in which it was written, though not explicitly discussed. Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures.</p>	<p>quotations. Recognise and make simple comments on writers' use of language, form and structure. May make limited reference to meanings and effects. May use some relevant subject terminology. Show some understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>direct reference to the text, including quotations. Comment on and begin to analyse writers' use of language, form and structure. Make some reference to meanings and effects. Use relevant subject terminology. Show an understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>reference to the meanings of stylistic features used by the writer. Use apt subject terminology. Show a secure understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
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YEAR 8

Reading: Responses identify and begin to comment on language techniques. Expresses a simple, personal opinion with some basic textual reference, though not always relevant. Identify basic similarities and/or differences when exploring more than one text.

Writing: Basic control and coherence (a basic sense of plot and characterisation). Basic organisation (paragraphs may be used to show obvious divisions) Communication is limited but some meaning is conveyed. Some use of structure and grammatical features to convey meaning. Some basic awareness of the reader / intended audience.

Reading: Responses identify and give straightforward comments on language techniques. Responses will simply identify language for effect and use some subject terminology. Personal opinion supported by straightforward textual reference. Identify and give a straightforward description of some of the main similarities and differences when exploring more than one text

Writing: Some control and coherence (some control of plot and characterisation) Some organisation (narrative is beginning to have some shape and development). Structure and grammatical features are used to convey meaning. Communication is limited but clear. General awareness of the purpose and format of the task. Shows awareness of the reader/intended audience.

Reading: Responses identify and give more detailed comments on language techniques. Responses will identify language for effect and use some subject terminology. Comments will become more analytical and less personal. Identify and explore a wider range of similarities and differences when exploring more than one text.

Writing: Mostly controlled and coherent (plot and characterisation show some detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with some accuracy to convey meaning. Communication is clear but limited in ambition. Shows clear understanding of the purpose and format of the task.

Reading: Responses explain how language is used to achieve effects and influence the reader and begin to show some understanding of language. Begins to use relevant subject terminology accurately to support their comments. Appropriate textual references and some critical awareness of the text. Identify similarities and differences and make some comparisons, commenting on how they are conveyed, when exploring more than one text.

Writing: Controlled and coherent (plot and characterisation show detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with accuracy and confidence to convey meaning. Communication is clear and ambitious. Shows clear understanding of the purpose and format of the task. Shows clear understanding of the reader/intended audience. Register is appropriately adapted to purpose/audience, showing thought.

Reading: Responses make accurate comments and begin to analyse how language and tone are used to achieve effects. Subject terminology is used accurately to support comments effectively. Offers a critical evaluation of the text and its effects supported by well-selected textual references. Make detailed comparisons, with valid comments on how they are conveyed, when exploring more than one text.

Writing: Clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination). Clearly organised (narrative is purposefully shaped and developed). Structure and grammatical features are used accurately to support cohesion and coherence. Communication shows some ambition and conveys precise meaning. Consistent understanding of the purpose and format of the task. Secure awareness of the reader/intended audience. Register is appropriately and consistently adapted to purpose/audience.

<p>Some attempt to adapt register to purpose / audience (e.g.degree of formality). Some relevant content despite uneven coverage of the topic. Content may be thin and brief. Simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order). Some basic clarity but communication of meaning is limited. Some attempt to develop content. Some attempt to control sentence construction. Some awareness of the need for tense agreement. An attempt to develop vocabulary, though still limited.</p> <p>Literature: Show a basic understanding of some</p>	<p>Clear attempt to adapt register to purpose / audience. Some reasons are given in support of opinions and ideas though not fully developed. Some sequencing of ideas into paragraphs (structure /direction may be uncertain). Communication has some clarity and fluency. Some variety of sentence structure. There is some control of sentence construction. Some control of a range of punctuation. Spelling is usually accurate. Control of tense and agreement is generally secure. Some range of vocabulary.</p> <p>Literature: Some focus on the task, convey ideas with some</p>	<p>Shows clear awareness of the reader/intended audience. Register is appropriately adapted to purpose/audience. Content is developed and appropriate reasons are given in support of opinions/ideas. Ideas are organised into coherent arguments. Some shape and structure in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. Variety in sentence structure. Control of sentence construction is mostly secure. Range of punctuation is used, mostly accurately. Most spelling, including that of irregular words, is correct. Control of tense and agreement is mostly secure. Vocabulary is beginning to develop and is used with some precision.</p> <p>Literature: Focus on the task, convey ideas with general</p>	<p>Content is developed and appropriate reasons are given in support of opinions/ideas. Ideas are organised into coherent arguments with development of thought. Clear shape and structure is evident in the writing (paragraphs are used to give sequence and organisation). Communication has clarity and fluency. Variety in sentence and paragraph structure. Control of sentence construction is secure. Range of punctuation is used accurately and for specific effect. Spelling, including that of irregular words, is correct. Control of tense and agreement is always secure. Vocabulary is developing and is used with precision and thought.</p> <p>Literature: Clear focus on the task, convey ideas with coherence</p>	<p>Content is well-judged and detailed. Ideas are organised and coherently developed with supporting detail. There is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation). Communication has clarity, fluency and some ambition. Sentence structure is varied to achieve particular effects. Control of sentence construction is secure. Range of punctuation is used accurately. Spelling, including that of irregular words, is Secure. Control of tense and agreement is secure. Vocabulary is ambitious and used with precision.</p> <p>Literature: Sustain focus on the task, convey ideas with</p>
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	<p>key aspects of the text, with a little engagement.</p> <p>May support and justify their responses by some general reference to the text, perhaps including some quotations.</p> <p>May make basic reference to meanings and effects.</p> <p>May use some subject terminology but not always accurately.</p> <p>Some awareness of the relationship between a text and the context in which it was written, though not explicitly discussed.</p> <p>Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures.</p>	<p>coherence and sometimes use an appropriate register.</p> <p>Show some understanding of key aspects of the text, with some engagement.</p> <p>Support and justify their responses by some direct reference to the text, including some quotations.</p> <p>Recognise and make simple comments on writers' use of language, form and structure.</p> <p>May make limited reference to meanings and effects.</p> <p>May use some relevant subject terminology.</p> <p>Show some understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>coherence and use a mostly appropriate register.</p> <p>Use a straightforward approach to the task.</p> <p>Show an understanding of key aspects of the text, with engagement.</p> <p>Support and justify their responses by appropriate direct reference to the text, including quotations.</p> <p>Comment on and begin to analyse writers' use of language, form and structure.</p> <p>Make some reference to meanings and effects.</p> <p>Use relevant subject terminology.</p> <p>Show an understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>and use an appropriate register.</p> <p>Show a secure understanding of key aspects of the text, with considerable engagement.</p> <p>Support their responses by well-chosen direct reference to the text, including quotations.</p> <p>Discuss and increasingly analyse writers' use of language.</p> <p>Make thoughtful reference to the meanings of stylistic features used by the writer.</p> <p>Use apt subject terminology.</p> <p>Show a secure understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	<p>coherence and use an appropriate register.</p> <p>Use a thoughtful approach to the task.</p> <p>Show a secure understanding of key aspects of the text, with considerable engagement.</p> <p>Support and justify their responses by well-chosen direct reference to the text, including quotations.</p> <p>Discuss and increasingly analyse writers' use of language, form and structure.</p> <p>Make thoughtful reference to the meanings and effects of stylistic features used by the writer.</p> <p>Use apt subject terminology.</p> <p>Show a secure understanding of the relationships between texts and the contexts in which they were written.</p> <p>Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
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YEAR 9

Reading:

Responses identify and give straightforward comments on language techniques. Responses will simply identify language for effect and use some subject terminology. Personal opinion supported by straightforward textual reference. Identify and give a straightforward description of some of the main similarities and differences when exploring more than one text.

Writing:

Some control and coherence (some control of plot and characterisation) Some organisation (narrative is beginning to have some shape and development). Structure and grammatical features are used to convey meaning.

Reading:

Responses identify and give more detailed comments on language techniques. Responses will identify language for effect and use some subject terminology. Comments will become more analytical and less personal. Identify and explore a wider range of similarities and differences when exploring more than one text.

Writing:

Mostly controlled and coherent (plot and characterisation show some detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with some accuracy to convey meaning.

Reading:

Responses explain how language is used to achieve effects and influence the reader and begin to show some understanding of language. Begins to use relevant subject terminology accurately to support their comments. Appropriate textual references and some critical awareness of the text. Identify similarities and differences and make some comparisons, commenting on how they are conveyed, when exploring more than one text.

Writing:

Controlled and coherent (plot and characterisation show detail and development). Writing is organised (narrative has shape and direction). Structure and grammatical features are used with accuracy and confidence to convey meaning. Communication is clear and ambitious.

Reading:

Responses make accurate comments and begin to analyse how language and tone are used to achieve effects. Subject terminology is used accurately to support comments effectively. Offers a critical evaluation of the text and its effects supported by well-selected textual references. Make detailed comparisons, with valid comments on how they are conveyed, when exploring more than one text.

Writing:

Clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination). Clearly organised (narrative is purposefully shaped and developed). Structure and grammatical features are used accurately to support cohesion and coherence.

Reading:

Responses make accurate and perceptive comments, and analyse how language and tone are used to achieve effects. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively. Offers a persuasive evaluation of the text and its effects, supported by convincing, well selected examples and purposeful textual references. Show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text. Make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, when exploring more than one text.

Writing:

Fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination). Clearly and imaginatively organised (narrative is sophisticated and fully engages the reader's interest). Structure and grammatical features are used ambitiously to give the writing cohesion and coherence.

	<p>Communication is limited but clear.</p> <p>General awareness of the purpose and format of the task.</p> <p>Shows awareness of the reader/intended audience.</p> <p>Clear attempt to adapt register to purpose / audience.</p> <p>Some reasons are given in support of opinions and ideas though not fully developed.</p> <p>Some sequencing of ideas into paragraphs (structure /direction may be uncertain).</p> <p>Communication has some clarity and fluency.</p> <p>Some variety of sentence structure.</p> <p>There is some control of sentence construction.</p> <p>Some control of a range of punctuation.</p> <p>Spelling is usually accurate.</p> <p>Control of tense and agreement is generally secure.</p> <p>Some range of vocabulary.</p>	<p>Communication is clear but limited in ambition.</p> <p>Shows clear understanding of the purpose and format of the task.</p> <p>Shows clear awareness of the reader/intended audience.</p> <p>Register is appropriately adapted to purpose/audience.</p> <p>Content is developed and appropriate reasons are given in support of opinions/ideas.</p> <p>Ideas are organised into coherent arguments.</p> <p>Some shape and structure in the writing (paragraphs are used to give sequence and organisation).</p> <p>Communication has clarity and fluency.</p> <p>Variety in sentence structure.</p> <p>Control of sentence construction is mostly secure.</p> <p>Range of punctuation is used, mostly accurately.</p> <p>Most spelling, including that of irregular words, is correct.</p> <p>Control of tense and agreement is mostly secure. Vocabulary is beginning to develop and is used with some precision.</p>	<p>Shows clear understanding of the purpose and format of the task.</p> <p>Shows clear understanding of the reader/intended audience.</p> <p>Register is appropriately adapted to purpose/audience, showing thought.</p> <p>Content is developed and appropriate reasons are given in support of opinions/ideas.</p> <p>Ideas are organised into coherent arguments with development of thought.</p> <p>Clear shape and structure is evident in the writing (paragraphs are used to give sequence and organisation).</p> <p>Communication has clarity and fluency.</p> <p>Variety in sentence and paragraph structure.</p> <p>Control of sentence construction is secure.</p> <p>Range of punctuation is used accurately and for specific effect.</p> <p>Spelling, including that of irregular words, is correct.</p> <p>Control of tense and agreement is always secure. Vocabulary is developing and is used with precision.</p>	<p>Communication shows some ambition and conveys precise meaning.</p> <p>Consistent understanding of the purpose and format of the task.</p> <p>Secure awareness of the reader/intended audience.</p> <p>Register is appropriately and consistently adapted to purpose/audience.</p> <p>Content is well-judged and detailed.</p> <p>Ideas are organised and coherently developed with supporting detail.</p> <p>There is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation).</p> <p>Communication has clarity, fluency and some ambition.</p> <p>Sentence structure is varied to achieve particular effects.</p> <p>Control of sentence construction is secure.</p> <p>Range of punctuation is used accurately.</p> <p>Spelling, including that of irregular words, is Secure.</p> <p>Control of tense and agreement is secure.</p> <p>Vocabulary is ambitious and used with precision and thought.</p>	<p>Communication is ambitious and consistently conveys precise meaning.</p> <p>Shows sophisticated understanding of the purpose and format of the task.</p> <p>Shows sustained awareness of the reader/intended audience.</p> <p>Appropriate register is confidently adapted to purpose/audience.</p> <p>Content is ambitious, pertinent and sophisticated</p> <p>Ideas are convincingly developed and supported by a range of relevant details.</p> <p>Sophistication in the shape and structure of the writing.</p> <p>Communication has ambition and sophistication.</p> <p>Appropriate and effective variation of sentence structures.</p> <p>Virtually all sentence construction is controlled and accurate.</p> <p>Range of punctuation is used confidently and accurately.</p> <p>Virtually all spelling, including that of complex irregular words, is correct.</p> <p>Control of tense and agreement is totally secure.</p> <p>Wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning.</p>
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	<p>Literature: Some focus on the task, convey ideas with some coherence and sometimes use an appropriate register. Show some understanding of key aspects of the text, with some engagement. Support and justify their responses by some direct reference to the text, including some quotations. Recognise and make simple comments on writers' use of language, form and structure. May make limited reference to meanings and effects. May use some relevant subject terminology. Show some understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with some accuracy, and use some range of vocabulary.</p>	<p>Literature: Focus on the task, convey ideas with general coherence and use a mostly appropriate register. Use a straightforward approach to the task. Show an understanding of key aspects of the text, with engagement. Support and justify their responses by appropriate direct reference to the text, including quotations. Comment on and begin to analyse writers' use of language, form and structure. Make some reference to meanings and effects. Use relevant subject terminology. Show an understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.</p>	<p>Literature: Clear focus on the task, convey ideas with coherence and use an appropriate register. Show a secure understanding of key aspects of the text, with considerable engagement. Support their responses by well-chosen direct reference to the text, including quotations. Discuss and increasingly analyse writers' use of language. Make reference to the meanings of stylistic features used by the writer. Use apt subject terminology. Show a secure understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	<p>Literature: Sustain focus on the task, convey ideas with coherence and use an appropriate register. Use a thoughtful approach to the task. Show a secure understanding of key aspects of the text, with considerable engagement. Support and justify their responses by well-chosen direct reference to the text, including quotations. Discuss and increasingly analyse writers' use of language, form and structure. Make thoughtful reference to the meanings and effects of stylistic features used by the writer. Use apt subject terminology. Show a secure understanding of the relationships between texts and the contexts in which they were written. Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>	<p>Literature: Sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register. Use a sensitive and evaluative approach to the task and analyse the text critically. Show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response. Pertinent, direct references from across the text, including quotations. Analyse and appreciate writers' use of language, form and structure. Make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form. Use precise subject terminology in an appropriate context. Show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts. Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.</p>
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