

# English (Reading)

| AO1 (Paper 1 Question 1, Paper 2 Question 1 and Question 2) |    |  |
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| M<br>a<br>s<br>t<br>e<br>r<br>e<br>d                        | 1  | Show a detailed understanding with thoughtful interpretation of text/texts.  |
|   | 2  | Show a detailed understanding by synthesising evidence from both text/texts.   |
|   | 3  | Show a detailed understanding by choosing a well-thought ( <i>judicious</i> ) range of quotations from text/texts.   |
| S<br>e<br>c<br>u<br>r<br>e                                  | 4  | Show a clear understanding by beginning to interpret text/texts.   |
|   | 5  | Show a clear understanding by demonstrating clear connections between texts.   |
|   | 6  | Select relevant quotations/references from text/texts to support my response.  |
| E<br>m<br>e<br>r<br>g<br>i<br>n<br>g                        | 7  | Identify relevant points (L2 P2).  |
|   | 8  | Attempt some inference ( <i>'reading between lines'</i> ) from text/texts.   |
|   | 9  | Select some quotations/references from text/texts that usually support my ideas.                                     |
| D<br>e<br>v<br>e<br>l<br>o<br>p<br>i<br>n<br>g              | 10 | Show simple awareness of relevant points.  |
|   | 11 | Paraphrase the text/texts ( <i>put into own words</i> ).   |
|   | 12 | Sometimes make simple links between texts.   |
|   | 13 | Make simple reference or use textual detail from text/texts.   |
| AO2 (Paper 1 Question 2 and Question 3, Paper 2 Question 3) |    |  |
| M<br>a<br>s<br>t<br>e<br>r<br>e<br>d                        | 14 | Select a well-judged and thoughtful range of quotations.   |
|   | 15 | Use sophisticated subject terms accurately e.g. <i>parts of speech, sentence types, techniques, poetic devices</i> . |
|   | 16 | Show detailed and perceptive understanding when analysing the effects of a writer's choice of language.              |
| S<br>e<br>c<br>u<br>r<br>e                                  | 17 | Show clear understanding in explaining how the writer's choice of language affects/influences the reader.            |
|   | 18 | Select a range of relevant quotes throughout the extract and text  |
|   | 19 | Use subject terms accurately.  |
| E<br>m<br>e<br>r<br>g<br>i<br>n<br>g                        | 20 | Try to comment on the effect of language choices on the reader.  |
|   | 21 | Select some relevant quotes.   |
|   | 22 | Subject terminology is sometimes used accurately.  |
| D<br>e<br>v<br>e<br>l<br>o                                  | 23 | Show simple awareness of language choice by the writer by giving simple comments on their effect.                    |
|   | 26 | Use simple references or textual details.  |

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| pin g                           | 27 | Make simple mention of subject terms.  |
| <b>AO3 (Paper 2 Question 4)</b> |    |  |
| Maste red                       | 28 | Show a detailed understanding by comparing ideas and perspectives in a thoughtful (perceptive) way.              |
|                                 | 29 | Show a detailed understanding by analysing how methods convey ideas and perspectives.                            |
|                                 | 30 | Show a detailed understanding with a well thought through ( <i>judicious</i> ) range of quotations (both texts). |
| Secure                          | 31 | Show a clear understanding by comparing ideas and perspectives in a clear and relevant way.                      |
|                                 | 32 | Explain clearly how methods are used to convey ideas and perspectives.   |
|                                 | 33 | Select relevant quotations from both texts to support opinions.  |
| Emerging                        | 34 | Attempt comparison of ideas and perspectives   |
|                                 | 35 | Select some quotations/references from both texts and that usually support opinions.                             |
|                                 | 36 | Cross-reference simple ideas and/or perspectives.  |
| Developing                      | 37 | Identify simple, relevant points.  |
|                                 | 38 | Use simple references or textual details from one or both texts.   |
| <b>AO4 (Paper 1 Question 4)</b> |    |  |
| Maste red                       | 39 | Evaluate the text in a detailed, thorough way.   |
|                                 | 40 | Give convincing examples from the text to explain my views.  |
|                                 | 41 | Analyse the effects of a range of the writer's choices.  |
|                                 | 42 | Choose a range of relevant quotations to thoroughly back up opinions.  |
| Secure                          | 43 | Clearly evaluate the text.   |
|                                 | 44 | Give examples from the text, which explain opinions clearly.   |
|                                 | 45 | Clearly explain the effect of writer's choices on the reader.  |
|                                 | 46 | Choose some relevant quotations to support opinions.   |
| Emerging                        | 47 | Attempt to evaluate and comment on the text.   |
|                                 | 48 | Choose an example from the text to explain view(s).  |
|                                 | 49 | Attempt to comment on writer's method.   |
|                                 | 50 | Select some quotations, which occasionally support my view.  |
| Developing                      | 51 | Make simple evaluative comment on the text.  |
|                                 | 52 | Offer simple examples from the text that may explain my view.  |

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| o<br>p<br>i<br>n<br>g | 53 | Simple mention of writer's method.           |
|                       | 54 | Make simple reference or use textual detail. |

# English (Writing)

| AO5 CONTENT (Paper 1 Question 5 - Paper 2 Question 5) |    |   |
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| <b>Mastered</b>                                       | 1  | Communicate in a convincing and compelling way throughout.  |
|   | 2  | Confidently match tone, style and register to purpose, form and audience.                                 |
|   | 3  | Write in a way that is persuasive ( <i>manipulative</i> ), subtle and increasingly abstract.              |
|   | 4  | Use extensive and ambitious vocabulary with on-going ( <i>sustained</i> ) crafting of linguistic devices. |
|   | 5  | Communicate convincingly.   |
|   | 6  | Consistently match tone, style and register to purpose, form and audience.                                |
|   | 7  | Use extensive vocabulary with evidence of conscious crafting of linguistic devices.                       |
| <b>Secure</b>   | 8  | Write in an engaging way with a range of detailed connected ideas.  |
|   | 9  | Use coherent paragraphs with effective ( <i>integrated</i> ) discourse markers.                           |
|   | 10 | Make effective use of structural features.  |
|   | 11 | Communicate clearly,  |
|   | 12 | Generally match tone, style and register to purpose, form and audience.                                   |
| <b>Emerging</b>                                       | 13 | Use vocabulary clearly chosen for effect and successfully use with linguistic devices.                    |
|   | 14 | Communicate in a way that is mostly successful.   |
|   | 15 | Sustain an attempt to match purpose, form and audience and have some control of register.                 |
|   | 16 | Make conscious use of vocabulary with some use of linguistic devices.                                     |
|   | 17 | Communicate with some success.  |
|   | 18 | Attempt to match purpose, form and audience and to control register.                                      |
| <b>Developing</b>                                     | 19 | Vary my vocabulary with some use of linguistic devices.   |
|   | 20 | Show simple success in communicating my ideas.  |
|   | 21 | Show simple awareness of purpose, form and audience with limited control of register.                     |
|   | 22 | Use simple vocabulary and simple linguistic devices.  |
|   | 23 | Communicate a limited meaning.  |

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|   | 24 | Show an occasional sense of purpose, form or audience.   |
|   | 25 | Use simple vocabulary.   |
| <b>AO5 ORGANISATION (Paper 1 Question 5 - Paper 2 Question 5)</b>       |    |  |
| <b>Ma<br/>ster<br/>ed</b>   | 26 | Write in a highly structured and developed way, incorporating a range of linked ( <i>integrated</i> ) and complex ideas. |
|   | 27 | Link paragraphs fluently with effective ( <i>seamlessly integrated</i> ) discourse markers.                              |
|   | 28 | Make varied and inventive use of structural features.  |
|   | 29 | Write in a structured and developed way with a range of engaging complex ideas.  |
|   | 30 | Make consistently coherent use of paragraphs with built-in ( <i>integrated</i> ) discourse markers.                      |
|   | 31 | Use varied and effective structural features.  |
| <b>Sec<br/>ure</b>  | 32 | Write in an engaging way with a range of detailed connected ideas.   |
|   | 33 | Use coherent paragraphs with built in ( <i>integrated</i> ) discourse markers.   |
|   | 34 | Make effective use of structural features.   |
|   | 35 | Write in an engaging way with a range of connected ideas.  |
|   | 36 | Use coherent paragraphs with a range of discourse markers.   |
|   | 37 | Use an increasing variety of linked and relevant ideas.  |
| <b>Em<br/>ergi<br/>ng</b>   | 38 | Make some use of paragraphs and of discourse markers.  |
|   | 39 | Make some use of structural features.  |
|   | 40 | Use an increasing variety of linked and relevant ideas.  |
|   | 42 | Use some linked and relevant ideas.  |
|   | 43 | Attempt paragraphs with some discourse markers that are appropriate.   |
|   | 44 | Attempt structural features.   |
| <b>Dev<br/>elo<br/>pin<br/>g</b>  | 45 | Use one or two relevant ideas, simply linked.  |
|   | 46 | Use paragraphs somewhere.  |
|   | 47 | Use evidence of simple structural features.  |
|   | 48 | Have one or two unlinked ideas.  |
|   | 49 | Paragraphs not used.   |
|   | 50 | Limited or no evidence of structural features.   |
| <b>AO6 TECHNICAL ACCURACY (Paper 1 Question 5 - Paper 2 Question 5)</b> |    |  |

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| <b>Ma<br/>ster<br/>ed</b>        | 51  | Mark sentences with consistent accuracy throughout.   |
|                                  | 52  | Use a wide range of punctuation with a high level of accuracy.                                  |
|                                  | 53  | Use a full range of appropriate sentence forms for effect.                                      |
|                                  | 54  | Use Standard English securely throughout, including complex grammatical structures.             |
|                                  | 55  | Write with a high level of accuracy in spelling, including ambitious vocabulary.                |
|                                  | 56  | Use extensive and ambitious vocabulary.   |
|                                  | 57  | Mark sentences in a way that is mostly secure and accurate.                                     |
| <b>Sec<br/>ure</b>               | 58  | Use a range of punctuation, mostly with success.  |
|                                  | 59  | Use a variety of sentence forms for effect.   |
|                                  | 60  | Use Standard English mostly accurately, including control of complex grammatical structures.    |
|                                  | 61  | Be generally accurate with my spelling, including complex and irregular words.                  |
|                                  | 62  | Make use of increasingly sophisticated vocabulary.  |
|                                  | 63  | Punctuate ( <i>capitals + punctuation</i> ) sentences with some accuracy.                       |
| <b>Em<br/>ergi<br/>ng</b>        | 64  | Show some control of a range of punctuation.  |
|                                  | 65  | Attempt a variety of sentence forms.  |
|                                  | 66  | Make some use of Standard English with some control of agreement ( <i>tense &amp; number</i> ). |
|                                  | 67  | Spell simple and more complex words accurately.   |
|                                  | 68  | Use varied vocabulary.  |
|                                  | 69  | Punctuate ( <i>capitals + punctuation</i> ) sentences occasionally.                             |
| <b>Dev<br/>elo<br/>pin<br/>g</b> | 70  | Show some punctuation.  |
|                                  | 71  | Attempt simple sentence forms.  |
|                                  | 72  | Make occasional use of Standard English with limited control of agreement.                      |
|                                  | 73  | Spell simple words accurately.  |
|                                  | 74  | Use simple vocabulary.  |
|                                  | 75. | <i>No evidence of criteria being met.</i>   |