

# English (Reading)

AO1 (Paper 1 Question 1, Paper 2 Question 1 and Question 2)		
M a s t e r e 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 well-thought ( <i>judicious</i> ) range of quotations from text/texts.
S e c u r 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.
D e v e l o p i n 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.
E m e r g i n 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 a s t e r e d	15	Select a well-judged and thoughtful range of quotations.
	16	Use sophisticated subject terms accurately e.g <i>parts of speech, sentence types, techniques, poetic devices</i> .
	17	Show detailed and perceptive understanding when analysing the effects of writer's choices of language.
S e c u r e	18	Show clear understanding in explaining how the writer's choices of language affects/influences the reader.
	19	Select a range of relevant quotes throughout the extract and text
	20	Use subject terms accurately
D e v e l o p i n g	21	Try to comment on the effect of language choices on the reader.
	22	Select some relevant quotes.
	23	Use some subject terms and sometimes appropriately.
E m e r g i n g	24	Show simple awareness of language choices by the writer by giving simple comments on their effect.
	25	Use simple references or textual details.
	26	Make simple mention of subject terms.

**AO3 (Paper 2 Question 4)**

M a s t e r e d	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)
S e c u r e	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.
D e v e l o p i n g	34	Attempt comparison of ideas and perspectives.
	35	Select some quotations/references from both texts that usually support given opinions.
	36	Cross-reference simple ideas and/or perspectives.
E m e r g i n g	37	Identify simple, relevant points.
	38	Use simple references or textual details from one or both texts.

**AO4 (Paper 1 Question 4)**

M a s t e r e d	40	Evaluate the text in a detailed, thorough way.
	41	Give convincing examples from the text to explain my views.
	42	Analyse the effects of a range of writer's choices.
	43	Choose a range of relevant quotations to thoroughly back up my opinions.
S e c u r e	44	Clearly evaluate the text.
	45	Give examples from the text, which explain my opinions clearly.
	46	Clearly explain the effect of writer's choices on the reader.
	47	Choose some relevant quotations to support opinions.
D e v e l o p i n g	48	Attempt to evaluate and comment on the text.
	49	Choose an example from the text to explain view(s).
	50	Attempt to comment on writer's method.
	51	Select some quotations, which occasionally support view.
E m e r g i n g	52	Make simple evaluative comment on the text.
	53	Offer simple examples from the text that may explain my view.
	54	Make simple mention of writer's method.
	55	Make simple reference or use textual detail.



# English (Writing)

AO5 CONTENT (Paper 1 Question 5 - Paper 2 Question 5)		
Mastere d	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.
Sec ure	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.
	13	Use vocabulary clearly chosen for effect and successfully use linguistic devices.
Dev elop ing	14	Communicate in a way that is mostly successful.
	15	Sustain my 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.
	19	Vary my vocabulary with some use of linguistic devices.
Em ergi ng	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.
	24	Show an occasional sense of purpose, form or audience.
	25	Use simple vocabulary.
AO5 ORGANISATION (Paper 1 Question 5 - Paper 2 Question 5)		
Mas tere d	27	Write in a highly structured and developed way, incorporating a range of linked ( <i>integrated</i> ) and complex ideas.
	28	Link paragraphs fluently with effective ( <i>seamlessly integrated</i> ) discourse markers.
	29	Make varied and inventive use of structural features.
	30	Write in a structured and developed way with a range of engaging complex ideas.

	31	Make consistently coherent use of paragraphs with built-in ( <i>integrated</i> ) discourse markers.
	32	Use varied and effective structural features.
	33	Write in an engaging way with a range of detailed connected ideas.
Secure	34	Use coherent paragraphs with built in ( <i>integrated</i> ) discourse markers.
	35	Make effective use of structural features.
	36	Write in an engaging way with a range of connected ideas.
	37	Use coherent paragraphs with a range of discourse markers.
	38	Use an increasing variety of linked and relevant ideas.
	39	Make some use of paragraphs and of discourse markers.
Developing	40	Make some use of structural features.
	41	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.
	45	Use one or two relevant ideas, simply linked.
Emerging	46	Put paragraphs in somewhere.
	47	Use evidence of simple structural features.
	48	Have one or two unlinked ideas.
	49	Use no paragraphs.
	50	Limited or no evidence of structural features.
<b>AO6 TECHNICAL ACCURACY (Paper 1 Question 5 - Paper 2 Question 5)</b>		
Mastered	52	Mark sentences with consistent accuracy throughout.
	53	Use a wide range of punctuation with a high level of accuracy.
	54	Use a full range of appropriate sentence forms for effect.
	55	Use Standard English securely throughout, including complex grammatical structures.
	56	Write with a high level of accuracy in spelling, including ambitious vocabulary.
	57	Use extensive and ambitious vocabulary.
	58	Mark sentences in a way that is mostly secure and accurate.
Secure	59	Use a range of punctuation, mostly with success.
	60	Use a variety of sentence forms for effect.
	61	Use Standard English mostly accurately, including control of complex grammatical structures.
	62	Be generally accurate with my spelling, including complex and irregular words.
	63	Make use of increasingly sophisticated vocabulary.
	64	Punctuate ( <i>capitals + punctuation</i> ) sentences with some accuracy.

Developing	65	Show some control of a range of punctuation.
	66	Attempt a variety of sentence forms.
	67	Make some use of Standard English with some control of agreement ( <i>tense &amp; number</i> )
	68	Spell simple and more complex words accurately.
	69	Use varied vocabulary.
	70	Punctuate ( <i>capitals + punctuation</i> ) sentences occasionally.
Emerging	71	Show some punctuation.
	72	Attempt simple sentence forms.
	73	Make occasional use of Standard English with limited control of agreement.
	74	Spell simple words accurately.
	75	Use simple vocabulary.