

Remove English

| Level and general descriptor | Reading: Response to text | Description of how to achieve this level in response to text | Writing: Descriptions of how to achieve this level through content and structure of writing | SPAG: |
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| <p>Level 5</p> <p>Reading: Perceptive and detailed evaluation of text</p> <p>Writing: Compelling and convincing communication through your writing</p> | <p>Shows perceptive and detailed understanding of language and/or structure with perceptive, detailed evaluation.</p> <p>Analyses the effects of the writers' choices of language and or structure</p> <p>Selects a range of judicious textual detail or examples</p> <p>Makes sophisticated and accurate use of relevant subject terminology</p> <p>Shows detailed evaluation</p> | <p>Your prep will be critical and exploratory. It will be well supported with a well-structured argument. It will take a conceptualised approach to the task and show insightful analysis of language, form and structure where appropriate. There will be sophisticated use of subject terminology and there will be perceptive and detailed evaluation where appropriate.</p> | <p>Content</p> <p>Communication is convincing and compelling Tone, style and register are assuredly matched to purpose and audience Extensive and ambitious vocabulary with sustained crafting of linguistic devices</p> <p>Organisation</p> <p>Variied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers</p> | <p>Level 5</p> <p>You spell and punctuate with consistent accuracy and consistently use developed and in some cases, given your age and stage, you use sophisticated vocabulary and sentence structures to achieve absolute control of meaning.</p> |

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| <p>Level 4</p> <p>Reading: Thoughtful and developing response to text</p> <p>Writing: Convincing communication through your writing</p> | <p>Shows a thoughtful, developing understanding of language and/or structure:</p> <p>Thoughtfully responds to the effects of the writer's choices of language and/or structural features</p> <p>Develops comment on a range of textual details or examples</p> <p>Makes thoughtfully effective use of subject terminology</p> <p>Beginning to evaluate</p> | <p>Your prep will be thoughtful, detailed and developed. It will take a considered approach to the full task with references integrated into interpretation where appropriate. There will be a detailed examination of the effects of language or form or structure, supported by apt use of subject terminology. There may be alternative interpretations with deeper meanings offered as part of your response or argument.</p> | <p>Content</p> <p>Communication is convincing Tone, style and register are convincingly matched to purpose and audience Increasingly broad to sophisticated vocabulary with conscious crafting of linguistic devices</p> <p>Organisation</p> <p>Variied and effective structural features Highly engaging writing with a range of developed and complex ideas Consistently coherent use of paragraphs with integrated discourse markers</p> | <p>Level 4</p> <p>You spell and punctuate with considerable accuracy and use a good and broad range of vocabulary and sentence structure to achieve good control of meaning.</p> |
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| <p>Level 3</p> <p>Reading: Clear understanding of text</p> <p>Writing: Consistent, clear communication through your writing</p> | <p>Shows clear understanding of language and/or structure:</p> <p>Explains clearly the effects of the writer's choices of language and/or structural features</p> <p>Selects a range of relevant textual detail or examples</p> <p>Makes clear and accurate use of subject terminology</p> | <p>Your prep will be clear, sustained and consistent. You will take a focused response to the whole task and show clear understanding. You will use references effectively to illustrate and to justify explanation. There will be clear explanation of the effects of a range of writer's methods where appropriate, supported by appropriate use of subject terminology.</p> | <p>Content</p> <p>Communication is generally to consistently clear tone, style and register are clearly and may be consistently matched to purpose and audience</p> <p>Clearly chosen vocabulary and phrasing, chosen for effect with a range of usually effective to consistently successful linguistic devices</p> <p>Organisation</p> <p>Effective use of structural features</p> <p>Writing is engaging, using a range of clear and connected ideas</p> <p>Coherent paragraphs and integrated discourse markers</p> | <p>Level 3</p> <p>Reasonable performance</p> <p>You spell and punctuate with reasonable accuracy and use a reasonable range of vocabulary and sentence structure to achieve general control of meaning.</p> |
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| <p>Level 2</p> <p>Reading: Some understanding of text</p> <p>Writing: Some successful communication through your writing</p> | <p>Shows some understanding of language and/or structural features:</p> <p>Attempts to comment on the effect of language and/or structural features</p> <p>Selects some appropriate textual detail or examples</p> <p>Makes some use of subject terminology appropriately</p> | <p>Your prep will be relevant and supported by some explanation. It will show some focus on the task with some supporting comments and references from the text where appropriate. It will show some understanding of the material in a response that might not respond to all aspects of the question.</p> | <p>Content</p> <p>Communicates with some sustained success</p> <p>Some sustained attempt to match tone, style and register to purpose and audience</p> <p>Conscious use of vocabulary with some linguistic devices</p> <p>Organisation</p> <p>Some use of structural features</p> <p>Increasing variety of linked and relevant ideas</p> <p>Some use of paragraphs and discourse markers</p> | <p>Level 2</p> <p>You spell and punctuate with some accuracy and with a relatively limited range of vocabulary and sentence structure, yet your errors do not hinder meaning.</p> |
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| <p>Level 1</p> <p>Reading: Simple, limited response to text</p> <p>Writing: Simple limited communication through your writing</p> | <p>Shows simple awareness of language and/or structural features:</p> <p>Offers simple comment on the effect of language and /or structural features</p> <p>Selects simple references or textual details or examples</p> <p>Makes simple use of subject terminology, not always appropriately</p> | <p>Your prep will show some familiarity with the task or the text through simple comments that are likely to be narrative or descriptive. Your answer may reveal some areas of misunderstanding.</p> | <p><u>Content</u> Communicates simple awareness of matching tone, style and register to the purpose of the task and audience</p> <p>Simple vocabulary; simple linguistic devices</p> <p><u>Organisation</u> Evidence of structural features</p> <p>One or two relevant ideas simply linked</p> <p>Random paragraph structure</p> | <p>Level 1</p> <p>The accuracy of your spelling and punctuation is limited and you use a small range of vocabulary and sentence structure At times your errors detract from meaning.</p> |
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