

Grade Descriptors For English Language – Reading

To gain a Grade 9 'exploratory' 'original' 'critical' 'flair'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 9, candidates will be able to: summarise and critically evaluate with original and critical understanding understand and respond with original and critical insight to explicit and implicit meanings and viewpoints in an exploratory manner analyse and critically evaluate, with original insight, with detailed exploration of language, grammar and structure substantiate their original and critical understanding and opinions with illuminating references to texts and contexts make original and apt links and comparisons within and between texts
To gain a Grade 8 'Illuminating' 'convincing' 'perceptive'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 8, candidates will be able to: summarise and critically evaluate with detailed and perceptive understanding understand and respond with perceptive insight to explicit and implicit meanings and viewpoints analyse and critically evaluate, convincingly and with insight, detailed aspects of language, grammar and structure substantiate their understanding and opinions with increasingly illuminating references to texts and contexts make convincing and apt links and comparisons within and between texts
To gain a Grade 7, 'Thoughtful' 'developed' 'confident'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 7, candidates will be able to: summarise and evaluate with developed and thoughtful understanding understand and respond with confidence to explicit and implicit meanings and viewpoints analyse and evaluate, with developed and thoughtful understanding, detailed aspects of language, grammar and structure show developed understanding and opinions with thoughtful references to texts and contexts make thoughtful and confident links and comparisons within and between texts
To gain a Grade 6, 'Sustained' 'thorough' 'considered'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 6, candidates will be able to: summarise and evaluate with accuracy and sustained understanding understand and make considered and sustained responses to explicit and implicit meanings and viewpoints thorough, sustained analysis and evaluation of relevant aspects of language, grammar and structure support their understanding and opinions with considered references to texts, informed by their wider reading make considered links and comparisons between texts
To gain a Grade 5, 'Coherent, 'clear' 'credible'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 5, candidates will be able to: summarise and evaluate with accuracy and clear understanding understand and make credible responses to explicit and implicit meanings and viewpoints clearly analyse and evaluate relevant aspects of language, grammar and structure support their understanding and opinions with credible references to texts, informed by their wider reading make credible, coherent links and comparisons between texts
To gain a Grade 4, 'Understanding' 'relevant' 'explanation'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 4, candidates will be able to: summarise and evaluate with increasing accuracy and understanding understand and make relevant responses to explicit and implicit meanings and viewpoints analyse and evaluate increasingly relevant aspects of language, grammar and structure support their understanding and explanations with some relevant references to texts, informed by their wider reading make increasingly relevant links and comparisons between texts
To gain a Grade 3, 'Supported' 'appropriate' 'summarise'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 3, candidates will be able to: summarise and evaluate with some accuracy and understanding understand and make appropriate responses to explicit and implicit meanings and viewpoints summarise and evaluate appropriate aspects of language, grammar and structure support their understanding and opinions with appropriate references to texts, informed by their wider reading make supported links and comparisons between texts
To gain a Grade+ 'Simple' 'straightforward' 'identify'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 2, candidates will be able to: identify describe and summarise with some accuracy and understanding respond in a straightforward way to most explicit information and viewpoints make some simple comments about language and structure support their comments and opinions with some simple references identify straightforward links between texts
To gain a Grade 1, 'basic', 'limited'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 1, candidates will be able to: describe and summarise with limited accuracy and understanding respond in a basic way to most explicit information and viewpoints make limited comments about language and structure comments and opinions with limited general references make basic links between texts

AOs covered across 'Reading' in English Language:

- AO1:** identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts
- AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4:** Evaluate texts critically and support this with appropriate textual references

Grade Descriptors For English Language – Writing

To gain a Grade 9, 'compelling' 'convincing' 'flair' 'extensive'	<ul style="list-style-type: none"> To achieve grade 9, candidates will be able to: Communicate with writing that is full of flair, convincing and compelling produce writing that is ambitious, accomplished and effectively structured use a wide range of well selected sentence types and extensive and ambitious vocabulary chosen precisely to enhance impact spell, punctuate, and use grammar accurately so that writing is virtually error free
To gain a Grade 8, 'impact' 'ambitious' 'accomplished'	<ul style="list-style-type: none"> To achieve grade 8, candidates will be able to: communicate with impact and influence produce ambitious, accomplished and effectively-structured texts use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact spell, punctuate and use grammar accurately so that writing is virtually error-free
To gain a Grade 7, 'confident' 'accomplished' 'ambitious'	<ul style="list-style-type: none"> To achieve grade 7, candidates will be able to: communicate confidently, having some impact produce accomplished and effectively-structured texts use a wide range of sentence types and structures and ambitious vocabulary to achieve impact spell, punctuate and use grammar accurately so that writing is virtually error-free
To gain a Grade 6, 'confident' 'sustains' 'thoughtful'	<ul style="list-style-type: none"> To achieve grade 6, candidates will be able to: communicate confidently, sustaining the reader's interest produce accomplished and thoughtfully-structured texts use a range of sentence types and structures and deliberate vocabulary to achieve purpose and effect spell, punctuate and use grammar accurately with very few errors
To gain a Grade 5, 'Coherent, 'sustained' 'purposeful'	<ul style="list-style-type: none"> To achieve grade 5, candidates will be able to: communicate effectively, sustaining the reader's interest produce coherent, well-structured and purposeful texts vary sentence types and structures and use vocabulary appropriate to purpose and effect spell, punctuate and use grammar accurately with occasional errors
To gain a Grade 4, 'some'	<ul style="list-style-type: none"> To achieve grade 4, candidates will be able to: communicate somewhat effectively, gaining the reader's interest in places produce clearly structured and purposeful texts vary some sentence types and structures and use some vocabulary appropriate to purpose and effect spell, punctuate and use grammar with increased accuracy and occasional errors
To gain a Grade 3, 'some 'simple'	<ul style="list-style-type: none"> To achieve grade 3, candidates will be able to: communicate simply, gaining the reader's interest in places produce clearly structured texts with some awareness of purpose show control over sentence types and use vocabulary appropriate to effect spell, punctuate and use grammar with some accuracy
To gain a Grade 2, 'simple' 'basic' 'some'	<ul style="list-style-type: none"> To achieve grade 2, candidates will be able to: communicate simply with some clarity for the reader produce texts with basic structures and some awareness of purpose show some control over sentence type and structure and use familiar vocabulary to some effect spell, punctuate and use grammar with limited accuracy
To gain a Grade 1 'basic', 'limited'	<ul style="list-style-type: none"> To achieve grade 1, candidates will be able to: communicate simply with limited clarity for the reader produce texts with limited structures and limited awareness of purpose show limited control over sentence type and structure and use familiar vocabulary to limited effect spell, punctuate and use grammar so as not to hinder meaning

AOS covered for 'Writing' in English Language:

- A05:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- A06:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Grade Descriptors For English Literature

To gain a Grade 9, 'sustain' 'sophisticated' 'flair'	<ul style="list-style-type: none"> To achieve grade 9, candidates will be able to: Sustain a perceptive, sophisticated and assured response to explicit and implicit meanings of texts. Discuss layers of meaning confidently and with flair. Build upon a perceptive, critical analysis with evaluation of the ways in which writers use language, form and structure. Use subject terminology judiciously to enhance responses to texts. Embed judicious and precise textual references to illuminate detailed, critical responses to the writer's craft Use knowledge of how contexts shape texts and responses to texts to further deepen critical insight and interpretations of texts. Make original and insightful comparisons between texts.
To gain a Grade 8, 'convincing' 'perceptive' 'informed'	<ul style="list-style-type: none"> To achieve grade 8, candidates will be able to: sustain a convincing, informed personal response to explicit and implicit meanings of texts sustain a perceptive critical analysis of the ways in which writers use language, form and structure use judicious and well-integrated textual references to develop personal responses show perceptive understanding of how contexts shape texts and responses to texts make illuminating comparisons between texts
To gain a Grade 7, 'convincing' Analytical' 'perceptive'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 7, candidates will be able to: sustain a convincing, informed personal response to explicit and implicit meanings of texts make perceptive critical analysis of the ways in which writers use language, form and structure use subject terminology is used confidently to inform responses to texts. use judicious textual references to develop personal responses show perceptive understanding of how contexts shape texts make analytical comparisons between texts
To gain a Grade 6, 'coherent' 'developed'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 6, candidates will be able to: develop a coherent and informed response to explicit and implicit meanings of texts develop a response showing critical awareness and understanding of the ways in which writers use language, form and structure Use subject terminology effectively to inform responses to texts. use apt textual references to support responses use understanding of contexts to inform responses to texts make credible comparisons showing analytical awareness between texts
To gain a Grade 5, 'coherent' 'engaged' 'clear'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 5, candidates will be able to: develop a generally coherent and engaged response to explicit and implicit meanings of texts develop a clear understanding of the ways in which writers use language, form and structure There is relevant use of subject terminology to support responses to texts. use apt textual references to support responses use understanding of contexts to inform responses to texts make credible comparisons between texts
To gain a Grade 4, 'clear'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 4, candidates will be able to: develop a generally coherent response commenting on explicit and implicit meanings of texts develop a clear understanding of the ways in which writers use language, form and structure Use relevant subject terminology to support responses to texts. use apt textual references with increasing precision to support responses use understanding of contexts to inform responses to texts make mostly credible comparisons between texts
To gain a Grade 3, 'some'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 3, candidates will be able to: make straightforward comments about explicit and implicit meanings of texts develop straightforward comments on aspects of language, form or structure make some reference to subject terminology. make some precise references to obvious details of texts show awareness that texts are related to contexts make some credible links between texts
To gain a Grade 2, 'straightforward' 'general'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 2, candidates will be able to: make straightforward comments about explicit meanings of texts describe straightforward aspects of language, form or structure make general references to obvious details of texts show awareness that texts are related to contexts make basic links between texts
To gain a Grade 1 'simple' 'basic'	<ul style="list-style-type: none"> In relation to a range of texts, to achieve grade 1, candidates will be able to: Make simple comments about explicit meanings of texts. Mention simple aspects of language, form or structure. Make basic references to obvious details of texts. Make basic comments that texts are related to contexts. Make a general comment about links between texts.

The following AOs are **assessed across Literature**

- AO1:** Read, understand and respond to texts,
- AO2:** Analyse the methods used by a writer to create meanings and effects
- AO3:** Show understanding of the relationships between texts and the contexts in which they were written
- AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

