**English descriptors: Expected qualities in each range**

* **SECTION A: ANALYTICAL INTERPRETATION OF A TEXT –**

**TOPIC, TEXT, EXPRESSION**

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| **MARKS** | **EXPECTED QUALITIES** | **IN OTHER WORDS…** |
| 9-10 | * Demonstrates a close and perceptive reading of the text, exploring complexities of its concepts and construction * Demonstrates an understanding of the implications of the topic, using an appropriate strategy for dealing with it, and exploring its complexity from the basis of the text * Develops a cogent, controlled and well-substantiated discussion using precise and expressive language | * Knows the text well –refers to lots of examples and explains them comprehensively, provides contrasts between characters/the way ideas are represented/different parts of text * Frequent usage of integrated quotes * Refers to how the text is put together and presented (eg: narrative structures, characterisation, dialogue, narrative voice, literary devices –imagery, adjectives, symbolism etc) * Wide vocabulary * Uses metalanguage effectively * In depth analysis and complexity –looks at the topic from different angles with lots of examples and explanation * ‘Thinks outside the box’: uses original evidence, provides contrasts (of circumstance/situations) or challenges the topic to a degree * Detailed - use of adverbs, specific verbs * Convincing arguments –backed up by a range of evidence and strong explanations * Refers to author’s views and values –what they are ‘getting at’ through their portrayals of particular ideas and characters * Refers to author’s intentions and effect on readers |
| 8 | * Demonstrates a close reading of the text, exploring its concepts and construction * Demonstrates an understanding of the implications of the topic, exploring it from the basis of the text * Develops a detailed, substantiated and coherent discussion using language fluently and confidently |
| 7 | * Demonstrates a clear knowledge of the text, including some elements of its concepts and construction * Understands the topic, developing an appropriate and supported response * Develops an organised piece of writing using language accurately and appropriately | * Responds to question – contention * Might resort to listing ideas in the introduction * Uses some evidence * Uses essay structure – TEEL * Retelling at times * Lacks analysis and complexity – is more descriptive * Can be repetitive at times * Uses vague or overused words –a basic vocabulary * Some points may lack explanation and connection to the topic * Paragraphs might be brief * Does not define or paraphrase elements of the topic * Might address the topic, but from a single point of view * Might discuss characters instead of the author’s construction of character and the impact on readers * Engages in ‘theme listing’ or describing * Might use mechanical phrases or words (“Firstly”, “Secondly”, “in summary”) |
| 6 | * Demonstrates an adequate knowledge of the text * Develops a response to the topic, supported appropriately by elements of the text * Presents a generally organised piece of writing using language that is mostly accurate and appropriate |
| 5 | * Demonstrates a basic knowledge of the text * Presents a response that shows an understanding of the topic, referring to appropriate elements of the text * Presents a piece of writing that communicates adequately, displaying some elements of organisation |
| 4 | * Demonstrates familiarity with the text * Presents a response that shows some understanding of the topic, using some elements of the text * Shows adequate expression and language control |
| 3 | * Demonstrates limited familiarity with the text * Presents a response that shows limited awareness of the topic, using some elements of the text * Shows basic expression and language control | * Unfinished * Does not respond to question * Lacks coherence or organisation –paragraphs are hard to follow and lack links to topic * Retells the story * Might leave this section blank * Does not respond to the question * Writing is irrelevant to topic or task * Writing is illegible or indecipherable |
| 1-2 | * Demonstrates very limited familiarity with the text * Presents a response that shows very limited awareness of the topic * Shows some expression and language control |
| 0 | * Shows no knowledge of the text and/or no attempt to engage with the topic and/or only minimal control of language |

* **SECTION B: READING AND COMPARING –**

**TOPIC, TEXTS, COMPARISON, EXPRESSION**

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| **MARKS (OUT OF 10)** | **EXPECTED QUALITIES** | **IN OTHER WORDS...** |
| 9-10 | * Demonstrates through comparison an insightful grasp of the ideas and issues, and conceptual complexity, of the texts * Achieves an assured, cohesively structured piece of writing that presents a sophisticated comparison that explores the implications of the topic * Makes fluent and effective use of language | * Knows the texts well –refers to lots of examples from both texts and explains them comprehensively * Compares specific elements of the text and discusses similarities and differences in detail, explaining the texts are similar/different * Frequent usage of integrated quotes * Refers to how each text portrays its ideas, issues and themes –considers different textual elements like setting, characterisation, character arcs, narrative structure, language features (eg: film techniques, imagery, symbolism, etc.) * Is specific about what ideas, issues and themes are endorsed, questioned or critiqued by each text * Wide vocabulary * Uses metalanguage effectively * In depth analysis and complexity –looks at the topic from different angles with lots of examples and explanation * ‘Thinks outside the box’: uses original evidence, provides contrasts (of circumstance/situations) or challenges the topic to a degree * Detailed - use of adverbs, specific verbs * Convincing arguments –backed up by a range of evidence and strong explanations * Refers to texts’ views and values –what they are ‘getting at’ through their portrayals of particular ideas, issues and themes * Refers to authors’ intentions and effect on readers |
| 8 | * Demonstrates through comparison a competent grasp of the ideas and issues, and conceptual complexity, of the texts * Achieves a confident, well-structured piece of writing that presents a thoughtful comparison that grapples with the implications of the topic * Makes fluent and confident use of language |
| 7 | * Demonstrates through comparison a clear grasp of the ideas and issues, and complexity, of the texts * Achieves a well-structured piece of writing that presents a thoughtful comparison that considers the implications of the topic * Shows a sound grasp of the use of language | * Responds to question – contention * Compares elements of the text and discusses similarities and differences –looking at how they’re similar or different * Refers to how each text portrays its ideas, issues and themes –but sticks to 1-2 main textual elements * Might resort to listing ideas in the introduction * Uses some evidence * Uses essay structure – TEEL * Retelling at times * Lacks analysis and complexity – is more descriptive * Can be repetitive at times * Uses vague or overused words –a basic vocabulary * Some points may lack explanation and connection to the topic * Paragraphs might be brief * Does not define or paraphrase elements of the topic * Might address the topic, but from a single point of view * Engages in ‘theme listing’ or describing * Might use mechanical phrases or words (“Firstly”, “Secondly”, “in summary”) |
| 6 | * Demonstrates through comparison an adequate grasp of the ideas and issues, and complexity, of the texts * Develops an organised piece of writing that demonstrates both a comparison and an understanding of the topic * Uses language with clarity |
| 5 | * Demonstrates through comparison a basic grasp of the ideas and issues in the texts * Presents a piece of writing that has some organisation and some comparison in responding to the topic * Uses language with clarity |
| 4 | * Shows some comparison between texts and some awareness of their ideas and/or issues * Attempts a piece of writing that shows basic organisation * Uses language that is fundamentally clear |
| 3 | * Shows little comparison between texts or awareness of their ideas * Attempts a piece of writing that has minimal organisation * Shows basic expression and language control | * Unfinished * Lacks comparison * Lacks substantial evidence use * Does not respond to question * Lacks coherence or organisation –paragraphs are hard to follow and lack links to topic * Retells the story * Might leave this section blank * Does not respond to the question * Writing is irrelevant to topic or task * Writing is illegible or indecipherable |
| 1-2 | * Shows little understanding of the comparative qualities of the texts or their complexity * Writing shows little organisation * Language is not effectively used to create meaning |
| 0 | * Shows no knowledge of the text and/or no attempt to engage with the topic |

* **SECTION C: ANALYSING ARGUMENT**

**ARGUMENTS, LANGUAGE, EXPRESSION**

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| **MARKS (OUT OF 10)** | **EXPECTED QUALITIES** | **IN OTHER WORDS…** |
| 9-10 | * Shows a perceptive understanding of the arguments presented and the points of view expressed * Demonstrate sophisticated insight into the ways in which written and visual language is used to persuade * Uses language fluently and effectively | * Must discuss the visual to get 10 * Considers ‘less obvious’ modes of persuasion like design and layout and its connection with the arguments and written persuasive language * Detailed and in depth – adverbs and specific verbs * Comprehensively understands the arguments and point of view presented –looks beyond what the author says and looks at what they are *implying* * Analyses language - explains how and why –connects to what the author wants the audience to think, feel and do * Connects arguments, language, audience and purpose |
| 8 | * Shows a thoughtful understanding of the arguments presented and the points of view expressed * Demonstrates sound insight into the ways in which written and visual language is used to persuade * Uses language confidently |
| 7 | * Shows a clear understanding of the arguments presented and the points of view expressed * Demonstrates insight into the ways in which written and visual language is used to persuade * Uses language competently | * Detailed at times but may not grasp arguments completely * Might be starting to get somewhere but is inconsistent and still too generalised * Techniques identified/listed * Not specific, generic comments * Requires further development * Summarises * Analysis, but it might be shallow, generalised and superficial |
| 6 | * Shows a clear understanding of the arguments presented and the points of view expressed * Demonstrates some awareness of the ways in which written and visual language is used to persuade * Uses language with clarity |
| 5 | * Shows some understanding of the arguments presented and the points of view expressed * Demonstrates basic awareness of the ways in which written and visual language is used to persuade * Uses language with clarity |
| 4 | * Shows a limited understanding of the arguments presented and the points of view expressed * Describes the ways in which written and visual language is used * Uses basic language and vocabulary |
| 3 | * Shows a limited knowledge of the arguments presented and the points of view expressed * Shows a limited knowledge of the ways in which written and visual language is used * Uses basic language and vocabulary | * May express contention, tone and/or identify visual * Mainly summary with general commentary on techniques      * Short in length * Leaves this section blank * Writes a persuasive essay instead of an analytical one * Writing is irrelevant to task * Writing is illegible or indecipherable |
| 1-2 | * Shows little understanding of the material * Demonstrates only minimal knowledge of the task * Language is not always clear |
| 0 | * Shows no understanding of the requirements of the task |