**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**

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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
 |