

Reading		AO1 Infer Information	AO2 Language and Structure	AO3 Compare and evaluate ideas, perspectives and contexts	
Exceptional	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<p>Shows a clear understanding of texts</p> <ul style="list-style-type: none"> • Begins to interpret one/both texts • Demonstrates clear connections between texts • Selects relevant quotations/references from texts to support responses 	<p>Shows clear understanding of language</p> <ul style="list-style-type: none"> • Clearly explains the effects of the writer's choices of language or structural features • Explains clearly how methods are used to convey ideas and perspectives • Uses subject terminology accurately 	<p>Shows a clear understanding of differences between ideas and perspectives</p> <ul style="list-style-type: none"> • Compares ideas and perspectives in a clear and relevant way • Clearly evaluates a text • Shows clear understanding of contextual factors 	
	Proficient	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<p>Shows a some understanding of texts</p> <ul style="list-style-type: none"> • Attempts some inference from one/both texts • Attempts links between texts • Selects some quotations/references from texts 	<p>Shows some understanding of language</p> <ul style="list-style-type: none"> • Attempts to comment on the effect of language or structural features • Some comment on how methods are used to convey ideas and perspectives • Uses some subject terminology appropriately 	<p>Identifies some differences between the ideas and perspectives</p> <ul style="list-style-type: none"> • Attempts to compare ideas and perspectives • Attempts evaluative comment on a text • Some understanding of contextual factors
		Core	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<p>Shows straightforward understanding of texts</p> <ul style="list-style-type: none"> • Offers paraphrase rather than inference of a text • Makes simple links between texts • Simple reference or textual details from one/both texts 	<p>Shows straightforward awareness of language</p> <ul style="list-style-type: none"> • Offers straightforward comment on the effect of language or structure • Straightforward identification of how ideas and perspectives are conveyed • Simple mention of subject terminology
Foundation			Not yet securely at Level 1		

Writing		A05 Content and Organisation	A06 Technical Accuracy
Exceptional	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<ul style="list-style-type: none"> • Communication is consistently clear and effective • Tone, style and register matched to purpose, form and audience • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of detailed connected ideas • Coherent paragraphs with integrated discourse markers • Effective use of structural features 	<ul style="list-style-type: none"> • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
		<ul style="list-style-type: none"> • Communication is clear • Tone, style and register generally matched to purpose, form and audience • Vocabulary clearly chosen for effect and successful use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Writing is engaging with a range of connected ideas • Usually coherent paragraphs with range of discourse markers • Usually effective use of structural features 	
Proficient	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<ul style="list-style-type: none"> • Communication is mostly successful • Sustained attempt to match purpose, form and audience; some control of register • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers • Some use of structural features 	<ul style="list-style-type: none"> • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
		<ul style="list-style-type: none"> • Communicates with some success • Attempts to match purpose, form and audience; attempts to control register • Begins to vary vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some linked and relevant ideas • Attempt to write in paragraphs with some discourse markers, not always appropriate • Attempts to use structural features 	
Core	<p>Excellent <i>Independently</i></p> <p>Good <i>With less Support</i></p> <p>Expected <i>Supported</i></p> <p>Below <i>Not Met</i></p>	<ul style="list-style-type: none"> • Simple success in communication of ideas • Simple awareness of purpose, form and audience; limited control of register • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features 	<ul style="list-style-type: none"> • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
		<ul style="list-style-type: none"> • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary <p>Organisation</p> <ul style="list-style-type: none"> • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features 	
F	Not yet securely at Level 1		