

Exceptional	Excellent – <i>without support</i>	Level 6 Convincing, critical analysis and exploration	AO1	Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)
			AO2	Analysis of writer’s methods with subject terminology used judiciously Exploration of effects of writer’s methods on reader
			AO3	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
	Good - <i>without support</i>	Level 5 Thoughtful, developed consideration	AO1	Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
			AO2	Examination of writer’s methods with subject terminology used effectively to support consideration of methods Examination of effects of writer’s methods on reader
			AO3	Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Proficient	Excellent - <i>without support</i>	Level 4 Clear understanding	AO1	Clear, explained response to task and whole text Effective use of references to support explanation
			AO2	Clear explanation of writer’s methods with appropriate use of relevant subject terminology Understanding of effects of writer’s methods on reader
				AO3
			Good – <i>without support</i>	
Core	Excellent - <i>without support</i>	Level 3 Explained, structured comments	AO1	Some explained response to task and whole text References used to support a range of relevant comments
			AO2	Explained/relevant comments on writer’s methods with some relevant use of subject terminology Identification of effects of writer’s methods on reader
			AO3	Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task
			Good – <i>without support</i>	
Foundation	Excellent - <i>without support</i>	Level 2 Supported, relevant comments	AO1	Supported response to task and text Comments on references
			AO2	Identification of writers’ methods Some reference to subject terminology
			AO3	Some awareness of implicit ideas/contextual factors
	Good - <i>with support</i>	Level 1 Simple, explicit comments	AO1	Simple comments relevant to task and text Reference to relevant details
			AO2	Awareness of writer making deliberate choices Possible reference to subject terminology
			AO3	Simple comment on explicit ideas/contextual factors
Expected - <i>with support</i>				
Below - with support				

Reading		AO1 Infer information	AO2 Language and structure	AO3 Compare ideas and perspectives	AO4 Evaluate	
Exceptional	<p>Excellent (Above high Level 3)</p> <p>Good (High Level 3)</p> <p>Expected (Low Level 3)</p> <p>Below (Below Level 3)</p>	<p>Shows a thoughtful understanding of texts</p> <ul style="list-style-type: none"> • Begins to interpret one/both texts • Demonstrates developed 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 • Clearly explains the effects of the writer's choice of structural features • Selects a range of relevant quotations • Uses subject terminology accurately 	<p>Shows a clear understanding of differences between the ideas and perspectives</p> <ul style="list-style-type: none"> • Compares ideas and perspectives in a clear and relevant way • Explains clearly how methods are used to convey ideas and perspectives • Selects relevant quotations to support from both texts 	<ul style="list-style-type: none"> • Clearly evaluates the text • Offers examples from the text to explain views clearly • Clearly explains the effect of writer's choices • Selects some relevant quotations to support views 	
	Proficient	<p>Excellent (Above high Level 2)</p> <p>Good (High Level 2)</p> <p>Expected (Low Level 2)</p> <p>Below (Below Level 2)</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 some understanding of language</p> <ul style="list-style-type: none"> • Attempts to comment on the effect of language • Attempts to comment on the effect of structural features • Selects some relevant quotations • Uses some subject terminology, not always appropriately 	<p>Identifies some differences between the ideas and perspectives</p> <ul style="list-style-type: none"> • Attempts to compare ideas and perspectives • Some comment on how methods are used to convey ideas and perspectives • Selects some quotations or references, not always supporting (from one or both texts) 	<ul style="list-style-type: none"> • Attempts evaluative comment on the text • Offers an example from the text to explain view(s) • Attempts to comment on writer's methods • Selects some quotations, which occasionally support views
		Core	<p>Excellent (Above high Level 1)</p> <p>Good (High Level 1)</p> <p>Expected (Low Level 1)</p> <p>Below (Below Level 1)</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 simple awareness of language</p> <ul style="list-style-type: none"> • Offers simple comment on the effect of language • Offers simple comment on the effect of structure • Simple references or textual details • Simple mention of subject terminology 	<p>Simple awareness of different ideas and/or perspectives</p> <ul style="list-style-type: none"> • Simple cross reference of ideas and/or perspectives • Simple identification of how differences are conveyed • Simple references or textual details from one or both texts
F	Not yet securely at Level 1					

Writing		A05 Content and Organisation	A06 Technical Accuracy
Exceptional	Excellent (Above high Level 3)	Communication is consistently clear and effective <ul style="list-style-type: none"> • 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 Organisation <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"> • Sentence demarcation is mostly secure and mostly accurate • 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
	Expected (Low Level 3)	<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 Organisation <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 	
	Below (Below Level 3)	<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 Organisation <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 	
Proficient	Excellent (Above high Level 2)	<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 Organisation <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 	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • 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
	Good (High Level 2)	Content <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 Organisation <ul style="list-style-type: none"> • One or two relevant ideas, simply linked • Random paragraph structure • Evidence of simple structural features 	
	Expected (Low Level 2)	<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 Organisation <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	Excellent (Above high Level 1)	Content <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 Organisation <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"> • Occasional use of sentence demarcation • 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
	Good (High Level 1)	<ul style="list-style-type: none"> • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary Organisation <ul style="list-style-type: none"> • One or two unlinked ideas • No paragraphs • Limited or no evidence of structural features 	
	Expected (Low Level 1)	<ul style="list-style-type: none"> • Communicates some meaning • Occasional sense of purpose, form and/or audience • Simple vocabulary Organisation <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		