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| **Progress Stage** | | **AO** | **Skills** | **Descriptor** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **WT** | *Occasional* | AO1 | • Understands some basic phonics and high frequency words  • Occasional identification at least one point of comparison  • Occasional reference to the plot/content of age appropriate texts | **At the top of the Band,** the response is likely to be narrative and/or descriptive in approach, but with inaccuracies and misunderstandings. They may identify some methods and some simple comments about the main ideas in a text  **At the bottom of the band,** a candidate’s response will show some familiarity with the text. | **101** |  |  |  |  |
| AO2 | • Occasional awareness of writer making deliberate choices  • Occasional references to subject terminology, but not always accurately |
| AO3 | • Occasional understanding of the main ideas in a text. |
| **Band 1** | *Simple, explicit comments* | AO1 | • Simple comments relevant to task and text  • Simple comments relevant to comparison  • Reference to relevant details | **At the top of the Band,** the response is likely to be narrative and/or descriptive in approach. They may identify some methods and some simple comments about the context.  **At the bottom of the band,** a candidate’s response will show some familiarity with the text. | **101** |  |  |  |
| AO2 | • Awareness of writer making deliberate choices  • Possible reference to subject terminology | **102** |
| AO3 | • Simple comment on explicit ideas/contextual factors |
| **Band 2** | *Supported, relevant comments* | AO1 | • Supported response to task and text  • Supported comparison  • Comments on references | **At the top of the band,** the response will show some relevance to the task and have some supported explanation. The student will identify some deliberate choices by the writer and some awareness of contextual factors.  **At the bottom of the band,** the response will have Level 1 and be starting to focus on the task and/or starting to show awareness of the writer making choices and/or awareness of context | **103** | **102** | **101** |  |  |
| AO2 | • Identification of writers’ methods  • Some reference to subject terminology |
| AO3 | • Some awareness of implicit ideas/contextual factors |
| **Band 3** | *Explained, structured comments* | AO1 | • Some explained response to task and whole text  • Some explained comparison  • References used to support a range of relevant comments | **At the top of the band,** the response is explanatory. It responds to the full task, making a range of points supported with an effective quotation. The student identifies some methods. They explain some relevant contextual factors. factors.  **At the bottom of the band,** the student will have Level 2 and be starting to explain and/or make relevant comments on writer’s methods and/or contexts. | **104** | **103** | **102** | **101** |  |
| AO2 | • Explained/relevant comments on writer’s methods with some relevant use of subject terminology  • Identification of effects of writer’s methods on reader | **101** |
| AO3 | • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task | **102** |
| **Band 4** | *Clear understanding* | AO1 | • Clear, explained response to task and whole text  • Clear comparison  • Effective use of references to support explanation | **At the top of the band,** the response will be clear, sustained and consistent. It focuses on and responds to the full task and it is clear the student understands. There is a good range of quotations and references used and the explanation of the effect of these methods is clear. Clear understanding of ideas/perspectives/contextual factors.  **At the bottom of the band,** the student will have Band 3 and be starting to demonstrate elements of understanding and/or explanation of writer’s methods and/or contexts. |  | **104** | **103** |
| AO2 | • Clear explanation of writer’s methods with appropriate use of relevant subject terminology  • Understanding of effects of writer’s methods on reader | **102** |
| AO3 | • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task | **103** |
| **Band 5** | *Thoughtful, developed* | AO1 | • Thoughtful, developed response to task and whole text  • Thoughtful, developed comparison  • Apt references integrated into interpretation(s) | **At the top of the band,** the response will be thoughtful, detailed and developed. It takes a considered approach to the full task with references integrated into interpretation; there will be a detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. Examination of ideas/perspectives/contextual factors, possibly including alternative interpretations/deeper meanings.  **At the bottom of the band,** a candidate will have Band 4 and be starting to demonstrate elements of thoughtful consideration and/or examination of writer’s methods and/or contexts. |  |  | **104** |
| 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 | **104** | **103** |
| **Band 6** | *Convincing, critical analysis and exploration* | AO1 | • Critical, exploratory, conceptualised response to task and whole text  • Critical, exploratory comparison  • Judicious use of precise references to support interpretation(s) | **At the top of the Band,** the response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task supported by a range of judicious references. There will be a fine-grained and insightful analysis of language and form and structure supported by judicious use of subject terminology. Convincing exploration of one or more ideas/perspectives/contextual factors/interpretations.  **At the bottom of the band**, the student will have Band 5 and be starting to demonstrate elements of exploratory thought and/or analysis of writer’s methods and /or contexts. |  |  |  |
| AO2 | • Analysis of writer’s methods with subject terminology used judiciously  • Exploration of effects of writer’s methods on reader |  | **104** |
| AO3 | • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task |