

Grade	AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. (Paper 2 English)	AO4 Evaluate texts critically and support this with appropriate textual references.	AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	AO6 Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole)
5	<p>Makes perceptive inferences from texts.</p> <p>Makes judicious references/use of textual detail relevant to focus of question.</p> <p>Statements show perceptive difference between texts (perceptive synthesis).</p>	<p>Analyse the effects of the writer's choices of language.</p> <p>Select a judicious range of textual detail.</p> <p>Makes sophisticated and accurate use of subject terminology.</p>	<p>Compares ideas in a perceptive way.</p> <p>Analyse how writer's methods are used.</p> <p>Selects a judicious range of textual detail from both texts.</p>	<p>Evaluates critically and in detail the effects on the reader.</p> <p>Shows perceptive understanding of writer's methods.</p>	<p>Content Register is convincing and compelling for audience.</p> <p>Assuredly matched to purpose.</p> <p>Extensive and ambitious vocabulary and sustained crafting of linguistic devices.</p> <p>Organisation Varied and inventive use of structural devices.</p> <p>Writing is compelling, incorporating a range of convincing and complex ideas.</p> <p>Fluently linked paragraphs with discourse markers.</p>	<p>Sentence demarcation is consistently secure.</p> <p>Wide range of punctuation.</p> <p>Uses a full range of appropriate sentence forms for effect.</p>
4	<p>Makes clear inferences from both texts.</p> <p>Selects clear references/textual detail relevant to focus of question.</p> <p>Statements show clear difference between texts (clear synthesis).</p>	<p>Explains clearly the effects of the writer's choices of language.</p> <p>Select a range of relevant textual detail.</p>	<p>Compare ideas and perspectives in a clear and relevant way.</p> <p>Explain how writer's methods are used.</p> <p>Show clear understanding of the different ideas and perspectives in both texts.</p>	<p>Select a range of textual detail.</p> <p>Develops a convincing and critical response to the focus of the statement.</p>	<p>Content Register is consistently matched to audience.</p> <p>Consistently matched to purpose.</p> <p>Increasingly sophisticated vocabulary and phrasing chosen for effort with linguistic devices.</p>	<p>Uses standard English consistently and appropriately with secure control of complex grammatical structures.</p> <p>High level of accuracy in spelling including ambitious vocabulary.</p>

					<p>Organisation Effective use of structural features.</p> <p>Writing is engaging, using a range of connected ideas and coherent paragraphs with discourse markers.</p>	
3	<p>Makes some inferences from both texts.</p> <p>Selects appropriate references/textual detail from both texts (interpretation).</p>	<p>Makes clear and accurate use of subject terminology.</p> <p>Attempts to comment on the effects of the language.</p>	<p>Attempts to compare ideas and perspectives. Selects appropriate textual detail/references not always supporting from both texts.</p> <p>Identifies different ideas and perspectives.</p>	<p>Evaluates clearly the effects on the reader.</p> <p>Shows clear understanding of writer's methods.</p> <p>Selects a range of relevant references.</p> <p>Makes clear and relevant response to the statement.</p>	<p>Content Some sustained attempt to match register to audience and to match purpose.</p> <p>Conscious use of vocabulary with some use of linguistic devices.</p> <p>Organisation Some use of structural features with variety of linked and relevant ideas.</p>	<p>Sentence demarcation is mostly accurate.</p> <p>Range of punctuation is used mostly with success.</p> <p>Uses a variety of sentence forms for effect.</p> <p>Mostly uses standard English generally accurately.</p>
2	<p>Shows some appropriate references/ textual detail from both texts.</p> <p>Some statements show differences between texts (some interpretation).</p>	<p>Selects some appropriate textual detail.</p> <p>Makes some use of subject terminology, mainly appropriately.</p>	<p>Makes some comments on how writers' methods are used.</p> <p>Selects some appropriate textual detail.</p> <p>Identifies some different ideas and perspectives.</p>	<p>Makes some evaluative comments on the effects on the reader.</p> <p>Shows some understanding of writer's methods.</p> <p>Selects some appropriate textual references.</p> <p>Makes some response to the focus of the statement.</p>	<p>Content Begins to vary vocabulary with some use of linguistic devices.</p> <p>Organisation Attempts to write in paragraphs with some discourse markers – not always appropriate.</p>	<p>Sentence demarcation is mostly secure and sometimes accurate.</p> <p>Some control of a range of punctuation.</p> <p>Attempts to vary sentence forms.</p> <p>Some use of Standard English with some control of agreement.</p> <p>Some accurate spelling of more complex words.</p>
1	<p>Shows simple awareness from texts.</p> <p>Offers paraphrase rather than inference.</p> <p>Makes simple references / textual detail from both texts.</p>	<p>Offers simple comment on the effects of language.</p> <p>Selects simple references or textual details.</p> <p>Make simple use of subject terminology, not always appropriately.</p>	<p>Makes simple cross inferences of ideas and perspectives.</p> <p>Makes simple identification of writers' methods.</p>	<p>Shows simple limited evaluation.</p> <p>Makes simple, limited evaluative comments on effects on the reader.</p> <p>Shows limited understanding of writer's methods.</p> <p>Selects simple limited textual references.</p> <p>Makes a simple limited response to the focus of the statement.</p>	<p>Content Simple awareness of register / audience.</p> <p>Simple vocabulary – sometimes linguistic devices.</p> <p>Organisation Evidence of simple structural features.</p> <p>One or more relevant ideas.</p> <p>Random paragraph structure.</p>	<p>Occasional use of sentence demarcation.</p> <p>Some evidence of conscious punctuation.</p> <p>Simple range of sentence forms.</p> <p>Occasional use of Standard English with limited control of agreement.</p> <p>Accurate basic spelling.</p> <p>Simple use of vocabulary.</p>



	Speaking and Listening	Reading	Writing
Gold	Presenting facts, ideas and opinions in a sustained, cohesive order.	Demonstrating understanding of explicit meaning.	Articulating ideas and express what is thought, felt and imagined.
Silver	Using register appropriate to audience and context.	Attempting to demonstrate understating of how writers achieve effects.	Attempting to use a range of appropriate vocabulary and some sentences.
Bronze	Listening to and respond appropriately to the contribution of others.	Selecting information for specific purposes.	Inconsistent use of Spelling Punctuation and Grammar.