

English Scheme of Assessment 2018 - Reading

Grade	AO1 Identify & Interpret	AO2 Form, Structure and Language	AO3 Context
9.5	Shows a detailed understanding	I am able to show developed, detailed and perceptive understanding of the effects of language and structure.	I am able to show a detailed understanding by comparing ideas and perspectives in a perceptive way.
8.5	Offers perceptive interpretation	I am able to select quotations that best support an idea or show I am perceptive.	I am able to analyse the methods writer's use to convey ideas or perspectives.
7.5	Synthesises evidence Selects judicious range of quotations from texts	I am able to use sophisticated subject terminology accurately.	I am able to judiciously select quotations from both texts that show I am perceptive.
6.5	Shows a clear understanding Begins to interpret	I am able to show I clearly understand the effects of language and structure. I am able to select relevant quotations.	I am to compare ideas in both texts that show I clearly understand the ideas and perspectives within them. I am able to clearly explain the methods both texts use to get across their ideas or perspectives.
5.5	Demonstrates clear connections Selects relevant quotations/references to support response	I am able to use subject terminology accurately.	I am able to select relevant quotations from both texts that clearly support my ideas. I am to compare ideas in both texts that show I clearly understand the ideas and perspectives within them.
4.5	Shows some understanding Attempts some inference	I am able to attempt comments on language and structure but they might not always be clearly explained. I am able to select some relevant quotations.	I am able to make some comparisons of ideas and views I am able to make some comments on the effect of the writer's choices in the two texts.
3.5	Attempts to link evidence Selects some quotations/references; not always supporting	I am able to use some subject terminology and sometimes it is appropriate.	I am able to select quotations or make references from both texts that often (but not always) support my ideas.
2.5	Shows simple understanding/ awareness Offers paraphrase rather than inference	I am able to show simple awareness of language and structure by offering a simple comment about their effect. I can use simple references or quotations.	I am able to cross reference simple ideas or perspectives. I am able to make simple relevant points.
1.5	Makes simple or no links between texts Simple reference or textual details from one/both texts	I am able to use simple subject terminology.	I am able to make simple references or details from one or both texts.

English Scheme of Assessment 2018 - Writing

Grade	AO5 Content	AO5 Organisation	AO6 Technical Accuracy
9.5	Communication is convincing and compelling throughout Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract Extensive and ambitious vocabulary with sustained crafting of linguistic devices	Highly structured and developed writing, incorporating a range of integrated and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers Varied and inventive use of structural features	Sentence demarcation is consistently secure and consistently accurate Wide range of punctuation is used with a high level of accuracy Uses a full range of appropriate sentence forms for effect Uses Standard English consistently and appropriately with secure control of complex grammatical structures High level of accuracy in spelling, including ambitious vocabulary Extensive and ambitious use of vocabulary
8.5	Communication is convincing Tone, style and register consistently match purpose, form and audience; Extensive vocabulary with evidence of conscious crafting of linguistic devices	Structured and developed writing with a range of engaging complex ideas Consistently coherent use of paragraphs with integrated discourse markers Varied and effective structural features	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
7.5	Communication is consistently clear and effective Tone, style and register matched to purpose, form and audience Increasingly sophisticated vocabulary	Writing is engaging with a range of detailed connected ideas Coherent paragraphs with integrated discourse markers Effective use of structural features	
6.5	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	Writing is engaging with a range of connected ideas	
5.5	Usually coherent paragraphs with range of discourse markers Usually effective use of structural features Communication is mostly successful		Sentence demarcation is mostly secure and sometimes accurate Some control of a range of punctuation
4.5	Sustained attempt to match purpose, form and audience; some control of register Conscious use of vocabulary with some use of linguistic devices	Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers Some use of structural features	Attempts a variety of sentence forms Some use of Standard English with some control of agreement
3.5	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	Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate Attempts to use structural features	Some accurate spelling of more complex words Varied use of vocabulary
2.5	Simple success in communication of ideas Simple awareness of purpose, form and audience; limited control of register Simple vocabulary; simple linguistic devices	One or two relevant ideas, simply linked Random paragraph structure Evidence of simple structural features	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
1.5	Communicates some meaning Occasional sense of purpose, form and/or audience Simple vocabulary	One or two unlinked ideas No paragraphs Limited or no evidence of structural features	Accurate basic spelling Simple use of vocabulary

