



# ENGLISH LITERATURE

EXAM BOARD: AQA

## Subject Assessment Grid

	<b>SKILL: READING (AO1)</b> <i>Read, understand and respond to texts:</i> <ul style="list-style-type: none"> <li>• Maintain a critical style and develop an informed personal response.</li> <li>• Use textual references, including quotations, to support and illustrate interpretations</li> </ul>	<b>SKILL: WRITING (AO2)</b> <i>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</i>	<b>SKILL: WRITING (AO3)</b> <i>Show understanding of the relationships between texts and the contexts in which they were written</i>	<b>SKILL: WRITING (AO4)</b> <i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</i>
+ 9 -	Critical, exploratory, conceptualised response. Sustain a convincing, informed personal response to explicit and subtle meanings of texts. Use judicious and well-integrated textual references to develop personal responses.	Sustain a perceptive, critical analysis of the ways in which writers use language, form and structure using specific subject terminology. Exploration of effects of writers' methods on the reader.	Show thoughtful consideration and perceptive understanding of how contexts shape texts and responses to texts. Make illuminating comparisons between texts.	Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
+ 8 -	Sustain a convincing, informed personal response to explicit and implicit meanings of texts. Use judicious and well-integrated texts references to develop personal responses.	Sustain a perceptive critical analysis of the ways in which writers use language, form and structure. Developed analysis of effects of writers' methods on the reader.	Show perceptive understanding of how contexts shape texts and responses to texts. Make illuminating comparisons between texts.	Spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
+ 7 -	Create an informed personal response to explicit and implicit meaning of texts. Use apt and well-integrated textual references to develop personal responses.	Developed analysis of the ways in which writers use language, form and structure. Analysis of effects of writers' methods on the reader.	Shows relevant understanding of how contexts shape texts and responses to texts. Make relevant comparisons between texts.	Spell and punctuate with consistent accuracy, and use a range of vocabulary and sentence structures to achieve general control of meaning.
+ 6 -	Develop a coherent and engaged response to explicit and implicit meanings of texts. Use apt textual references to support response.	Analysis of the ways in which writers use language, form and structure. Analysis of effects of writers' methods on the reader.	Apply understanding of contexts to inform responses to texts. Make credible comparisons between texts.	Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
+ 5 -	Develop a generally coherent and engaged response to explicit and implicit meanings of texts. Use apt textual references to support response.	Develop a clear understanding of the ways in which writers use language, form and structure. Understanding of effects of writers' methods on the reader.	Use understanding of contexts to inform responses to texts. Make credible comparisons between texts.	Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.



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+ 4 -	Develop a mostly engaged response to explicit and implicit meanings of texts. Use apt textual references to support response.	Develop a clear understanding of the ways in which writers use language, form and structure. Understanding of effects of writers' methods on the reader.	Show some understanding of contexts to inform responses to texts. Make credible comparisons between texts.	Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
+ 3 -	Make some explained comments about explicit meanings of texts. Make general references to details of texts.	Some relevant understanding of the ways in which writers use language and structure.	Make basic links between texts and how they are related to contexts. Make basic links between texts.	Spell and punctuate with accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
+ 2 -	Make straightforward comments about explicit meanings of texts. Make general references to obvious details of texts.	Describe straightforward aspects of language and structure.	Show awareness that texts are related to contexts. Make basic links between texts.	Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
+ 1 -	Some awareness of explicit ideas in texts. Basic references to support points.	Some simple aspects of language and structure with possible general references.	Show some awareness that texts are related to contexts. Make some basic links between texts.	Spell and punctuate with occasional accuracy, and use a reasonable range of vocabulary and sentence structures; there may be frequent errors.
+ WT -	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.