JCG English Assessment Objectives

	AO1: selecting and interpreting information	AO2i: analysing language devices	AO2ii: analysing structure	AO3i: comparing texts	AO3ii: contextual influence
9	*a critical and perceptive interpretation of texts using both implicit and explicit information as appropriate * a selection of illuminating quotations in order to support their interpretations from one or more texts * a sophisticated and discriminating synthesis of information and ideas from one or more texts	* an illuminating and insightful analysis of how writers use language to achieve effects and influence the reader judicious use of textual references explored with sophistication * discriminating use of subject terminology embedded into their analysis	* an illuminating and insightful analysis of how writers use structure to achieve effects	* an illuminating and insightful comparison of how writers' ideas and perspectives are conveyed * judicious selection of quotations * an insightful and comprehensive analysis of theme, language and structure across the texts	* critical and perceptive analysis of how contextual factors may influence the reading of a text, including alternative interpretations
8	* a sophisticated interpretation of texts using both implicit and explicit information as appropriate * judicious selection of quotations in order to support their interpretations from one or more texts * a sophisticated synthesis of information and ideas from one or more texts	* sophisticated critical analysis of how writers use language to achieve effects and influence the reader * discriminating choice of textual references which are explored in detail * sophisticated use of subject terminology to develop their analysis	* critically perceptive and sustained analysis of how writers use structure to achieve effects using sophisticated subject terminology	* a perceptive and sustained comparison of how writers' ideas and perspectives are conveyed * a discriminating selection of quotations * a sophisticated analysis of theme, language and structure across the texts	* sophisticated analysis of how contextual factors may influence the reading of a text, including alternative interpretations
7	*a sustained interpretation of texts using both implicit and explicit information as appropriate * the skilful selection of apt quotations in order to support their interpretations from one or more texts * a detailed synthesis of information and ideas from one or more texts	* a sustained, critical analysis of how writers use language to achieve effects, shape meaning and influence the reader * skilful choice of textual references from across the text which are explored in detail * apt and integrated use of subject terminology to develop their analysis	* a sustained critical analysis of how writers use structure to achieve effects, shape meaning and influence the reader (including sentence types where relevant) * skilful choice of structural devices from across the text which are explored in detail using apt subject terminology	* a skilful and sustained comparison of writers' ideas and perspectives and how they are conveyed * a skilful selection apt quotations * a sustained critical analysis of theme, language and structure across the texts	* skilful and sustained analysis of the context in which the text was written (e.g. period, location, social structures, genre and the context in which texts are engaged with by different audiences) * skilful analysis of relationship(s) between a text and its context, including alternative interpretations
6	* convincing interpretation of implicit and explicit information and ideas from one or more texts (inference) * the ability to select a range of precise quotations in order to support their interpretations * the ability to clearly understand and synthesise information from within and between texts	* a detailed analysis of how writers use language to achieve effects and influence the reader * precise choice of textual references which are explored in detail * well-chosen use of subject terminology to develop their analysis	* a detailed analysis of how writers use structure to achieve effects and influence the reader (including sentence types where relevant) * precise choice of structural devices which are explored in detail using precise terminology to develop and support their analysis	* a detailed comparison of how writers' ideas and perspectives are conveyed * a selection of precise and convincing quotations * a thorough and convincing analysis of theme, language and/or structure across the texts	* thorough and convincing analysis of the context in which the text was written (e.g. period, location, social structures, genre and the contexts in which texts are engaged with by different audiences) * precise and detailed analysis of the implicit / explicit relationship(s) between a text and its context
5	* confident identification of both implicit and explicit information and ideas from one or more texts (inference) * balanced and well-chosen evidence supports points effectively * confident understanding of the connections between texts	* a clear and controlled analysis of how writers use language to achieve effects and influence the reader * the ability to select and explore well-chosen textual references in detail * controlled use of subject terminology is used to support and develop analysis	* a clear and controlled analysis of how writers use structure to achieve effects * the ability to select and explore structural devices in detail using relevant subject terminology to develop and support analysis	* a clear and controlled comparison of how writers' ideas and perspectives are conveyed * a balanced selection of well-chosen quotations * a confident analysis of theme, language and/or structure across the texts	* clear and confident understanding of the context in which the text was written (e.g. period, location, social structures, genre and the contexts in which texts are engaged with by the different audiences) * clear and controlled analysis of the implicit as well as explicit relationships(s) between a text and its context
4	* clear evidence of the selection of implicit and explicit information and ideas from one or more texts (inference) * the ability to select appropriate evidence from one or more texts that supports their points * a clear understanding of the connections between texts	* a clear explanation of how writers use language to achieve effects and influence the writer * the selection of textual references is appropriate and effects are explained * consistent and relevant use of subject terminology	* a clear explanation of how writers use structure to achieve effects * the selection of structural devices is appropriate and effects are explained using relevant subject terminology	* a clear comparison of how writers' ideas and perspectives are conveyed * the selection of some appropriate quotations/references from both texts. * clear and appropriate explanation in response to theme, language and/or structure across the texts	* clear explanation of the context in which the text was written (e.g. period, location, social structures, genre and the contexts in which texts are engaged with by different audiences) * clear explanation of the relationship between a text and its context
3	:* the selection of explicit and some implicit information and ideas from one or more texts * the ability to select relevant evidence from one or more texts that generally supports their points (although a tendency to paraphrase) * a developing understanding of the connections between texts	* a developing understanding of how writers use language to achieve effects and influence the reader although comments may be inconsistent * textual references are identified and there is some consideration of effect * some use of subject terminology although not always relevant or explained	* a developing understanding of how writers use structure to achieve effects although comments may be inconsistent * identification of structural devices and there is some consideration of effect * use of subject terminology although not always relevant or explained	* some development of the main points of comparison of writers' ideas and perspectives * the selection of straightforward quotations/references to develop ideas although not always consistent * a developing explanation of theme, language and/or structure across the texts	* developing understanding of the context in which the text was written (e.g. period, location, social structures, genre and the contexts in which texts are engaged with by different audiences) * straightforward understanding and comment on the explicit relationship(s) between a text and its context
2	* the selection of explicit information and ideas from one or more texts * the ability to select relevant evidence from one or more texts although not always supporting their points (may still copy) * a straightforward awareness of the connections between texts	* straightforward comment on how writers use language to achieve influence the reader and create effects * identifies textual references, but may not explain effects * limited and basic use of subject terminology	* straightforward comment on how writers use structure to achieve particular effects * identification of structural devices, but may not explain effects * simple use of subject terminology	* a response which identifies obvious points of comparison between writers' ideas and perspectives * straightforward quotations/ references * some straightforward comments in response to theme, language and/or structure (in one or both texts)	* straightforward understanding of the context in which a text was written * some straightforward comment on the obvious relationship(s) between a text and its context
1	* the simple selection of obvious information and ideas from one or more texts * the ability to select obvious evidence from one or more texts (some tendency to copy from the text) * a simple awareness of the connections between texts	* simple awareness of how writers use language to influence the reader and create effect(s) * some - if limited - identification of words/phrases used by the writer * little or no use of subject terminology	* simple awareness of how structure is used to create effects * limited references to structural devices * little or no use of subject terminology	* a response which makes simple comparison between writers' ideas and perspectives (although this may be unbalanced) * simple quotations/references which are not always relevant (from one or both texts) * some simple comments in response to theme, language and/or structure (in one or both texts)	* simple awareness of the context in which a text was written * limited comment on the relationship between a text and its context

	AO4: insightful reading	AO5i: convincing and stylish writing	AO5ii: structuring ideas	AO6i: SPAG and proof reading		AO6ii: ambitious vocabulary
9	* an illuminating and insightful critical evaluation of the text including ideas, events, themes and settings * insightful explanation of the effect/impact that the writer's methods have on the reader * skilfully selected and interwoven textual references	* a sophisticated and subtle manipulation of form and language in order to engage and, if appropriate, control the reader * a tone, style and register which are ambitiously selected and deployed to enhance the purpose of the task * communication which is convincing and compelling throughout * ideas and content which are ambitious, sophisticated, original and imaginative * a sophisticated and subtle vocabulary used naturally with effortless crafting of linguistic devices	* ambitious writing which incorporates a range of imaginative, complex and original ideas – this level of writing often takes risks * a sustained and skilful control of overall structure, with fluently linked paragraphs with seamlessly integrated – virtually error free – discourse markers * varied and inventive use of structural and grammatical features in non-fiction writing * a sophisticated and original ability to consciously craft narrative and descriptive writing	* an ambitious and sophisticated range of sentence structures used to shape meaning and create impact * accurate and judicious use of punctuation across the full range * accurate use of Standard English which is maintained when using adventurous and sophisticated grammatical structures	* error free spelling of complex irregular and ambitious words	* ambitious and sophisticated vocabulary choices used with subtlety to enhance meaning
8	* a perceptive and sustained critical evaluation of the text including ideas, events, themes and settings * a sophisticated explanation of the impact of the writer's methods on the reader * the ability to support comments with discriminating textual references	* an ambitious form which often displays originality and imagination * a sustained and accomplished use of tone, style and register to match purpose, form and audience * convincing communication which has clarity, fluency and ambition * content that is well-judged and detailed * extensive and ambitious vocabulary used with conscious crafting of linguistic devices	* controlled and ambitious writing which has a wide range of engaging and complex ideas * a consciously crafted overall structure, with paragraphs used to achieve specific effects and shape meaning * deliberate use of varied and effective structural and grammatical features to create a shape to non-fiction writing * ambitious plot/sequencing in narrative or descriptive writing	* an ambitious use of sentence structures for impact * effective and error free use of the full range of punctuation * accurate use of Standard English which is maintained when using adventurous and sophisticated grammatical structures	* accurate spelling of complex irregular and ambitious words with few lapses (virtually error free)	* ambitious and sophisticated vocabulary choices which are used judiciously
7	* a thoughtful and sustained critical evaluation of the text including ideas, events, themes and settings * a skilful explanation of the effect/impact that the writer's methods have on the reader * the ability to support comments with persuasive and convincing textual references	* the ability to produce skilfully adapted and coherent writing to match form, audience and purpose * a sustained and effective use of tone, style and register that has impact * the ability to skilfully communicate a wide range of original ideas to engage the reader * extensive vocabulary used with evidence of conscious crafting of linguistic devices	* skilfully developed writing which employs a range of engaging and complex ideas * an effective and cohesive structure, incorporating integrated discourse markers to achieve carefully constructed paragraphing * varied and effective structural and grammatical features used consciously to create a shape to non-fiction writing * skilful use of plot/sequencing in narrative or descriptive writing	* well-crafted and skilful sentence structures used for purpose and effect * accurate and effective use of a full range of punctuation * accurate use of Standard English when attempting more ambitious grammatical structures		* ambitious, and sometimes sophisticated, vocabulary choices * vocabulary which is used skilfully to show shades of meaning
6	* detailed and analytical evaluation of the text including ideas, events, themes and settings * a convincing critique of the effect/impact that the writer's methods have on the reader * the ability to support comments with precise choice of quotations	* the ability to produce controlled and coherent writing matched to form, audience and purpose * a tone, style and register that are precise and convincing * the ability to communicate a broad range of ideas which are fluent and well-structured to create impact * a precise choice of vocabulary with a wide range of linguistic devices used effectively	* precise and convincing writing using a wide range of intentionally shaped ideas * a coherent and cohesive overall structure, using appropriate paragraphing and discourse markers * varied and effective use of structural and grammatical features in non-fiction texts * convincing use of plot/sequencing in narrative or descriptive writing	* well-crafted and controlled sentence structures used for purpose and effect * precise and accurate use of a wide range of punctuation * a precise and confident use of Standard English	* accurate spelling of an increasingly complex vocabulary * infrequent errors in the spelling of irregular or complex words	* wide and selective range of vocabulary choices employed convincingly * vocabulary which is used with precision to show shades of meaning
5	* clear and controlled analysis of the success of the text including ideas, events, themes and settings * a clear analysis of the effect/impact that the writer's methods have on the reader * the ability to support comments by using appropriate and well-chosen quotations	* the ability to sustain the appropriate form to the purpose and audience * confident use of tone, style and register matched to form and audience * consistently clear and effective communication of a range of ideas, becoming more controlled and coherent * an increasingly effective use of vocabulary and phrasing, chosen for effect, with a range of linguistic devices used successfully.	* engaging writing using a range of ideas which are developed logically and/or creatively * coherent use of paragraphs with a range of integrated discourse markers * structural and grammatical features used effectively and deliberately across non-fiction texts * detailed and controlled use of plot/sequencing in narrative or descriptive writing	* a wide variety of sentence structures used confidently for purpose and effect * confident and accurate use of a range of punctuation * coordination and subordination are used confidently and accurately * a confident use of Standard English	* accurate spelling of a wide vocabulary including irregular words * secure and competent control of tense and agreement	* a wide range of vocabulary choices showing a confident understanding of audience and purpose * vocabulary which is confidently used for deliberate effects
4	* clear evaluative comments of the ideas, events, themes and settings in the text * clear explanation of the impact of the writer's methods on the reader * the ability to offer quotations from the text to support and explain their comments	* a clear awareness of the need to adapt form to the audience and purpose * a tone, style and register that is generally appropriate to the purpose, form and audience * the ability to clearly communicate ideas with increasing success * vocabulary that is clearly chosen for effect and a broadening range of linguistic devices.	* writing which is mostly engaging and has a range of connected ideas * the use of usually coherent paragraphs with a range of discourse markers * usually effective use of structural and grammatical features in non-fiction writing * clear and logical development of plot/sequencing in narrative or descriptive writing	* a variety of different sentence structures for purpose and effect, including complex sentences * a mostly secure and successful range of punctuation * coordination and subordination are used with some degree of success but are not always accurate * a competent use of Standard English	* generally accurate spelling, including complex and irregular words * mostly secure control of tense agreement	* an increasingly varied range of vocabulary choices showing clear understanding of audience and purpose * vocabulary which is consistently selected for deliberate effects
3	* a developing evaluation of the ideas, events, themes or settings in the text * the ability to comment on how the writer's methods have an impact on the reader, although these may be inconsistent * the ability to support comments with some undeveloped examples from the text	* a developing and generally maintained form, appropriate to audience and purpose * a straightforward use of tone, style and register * mostly successful communication of ideas with a developing sense of control and coherence * a developing conscious use of vocabulary for effect along with some linguistic devices	* some attempt to structure a response; linking relevant ideas * the ability to write in paragraphs using some discourse markers, although these may not always be appropriate * the use of structural and grammatical features in non-fiction writing with varying success * some shape and direction in the development of plot/sequencing in narrative or descriptive writing	* a developing variety of sentence structures for purpose and effect including an attempt at some complex sentences * a generally accurate range of punctuation * a developing accuracy in the use of Standard English	* accurate spelling of simple words * increasingly accurate spelling of complex words and those containing irregular patterns * generally secure tense agreement	* a developing range of vocabulary choices showing clear awareness of audience and purpose * some evidence of vocabulary being selected for deliberate effects
2	* straightforward comments on ideas, events, themes or settings (often opinion) * some attempt to comment on the writer's methods and the impact on the reader * the selection of some textual references which occasionally support views and comments	* some awareness of the reader/audience * some attempt to use a form appropriate for purpose and audience * an attempt to control the register * the ability to communicate a few ideas with some control and coherence * they are beginning to vary vocabulary and some linguistic devices for effect.	* one or more relevant ideas, simply linked * a basic awareness of organisation (e.g. paragraphs may be used to show obvious divisions) * some evidence of simple structural features in non-fiction writing * some evidence of basic plot/sequencing in narrative or descriptive writing	* use of straightforward simple and compound sentences * an attempt to use a range of punctuation, although it is sometimes inaccurate * the use of Standard English with some insecurity	* mostly accurate spelling of simple words * some awareness of irregular spellings * some control of tense agreement	* relevant vocabulary choices appropriate to audience and purpose
1	* simple understanding of the text: often description of ideas, themes, events or settings * limited mention of the writer's methods * simple textual reference (often copied or paraphrased)	* a basic understanding of purpose, form and reader/audience * limited control of register * simple communication of basic ideas * simple vocabulary and little awareness of linguistic devices * basic control and coherence (e.g. a basic sense of plot and characterisation)	* that they can write one or two unlinked ideas * a limited awareness of paragraphing * simple or no use of structural features in non-fiction writing * limited understanding of plot/sequencing in narrative or descriptive writing	* simple, undeveloped sentences with some control of basic punctuation * the occasional use of Standard English	* At the low end of this descriptor inconsistency in spelling may detract from overall meaning.	* straightforward, but generally relevant, vocabulary choices showing some awareness of audience and purpose