

Assessment Grades			Aspects of Achievement in English			
New GCSE Grade	Current GCSE Grade	'Old' Key Stage Level	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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	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	AO4: Evaluate texts critically and support this with appropriate textual references
9						
8	A*		<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling throughout</li> <li>• Tone style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows very detailed and perceptive understanding of language</li> <li>• Analyses the effects of the writer's choices of language with a high degree of accuracy</li> <li>• Selects a range of judicious quotations</li> <li>• Uses sophisticated subject terminology accurately</li> <li>• Shows detailed and perceptive understanding of structural features</li> <li>• Analyses the effects of the writer's choice of structural features with</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluates the text in a sophisticated and detailed way</li> <li>• Offers judicious examples from the text to explain views convincingly</li> <li>• Analyses effects of a range of writer's choices</li> <li>• Selects a range of relevant and interesting quotations to validate views</li> </ul>

			<p>complex ideas</p> <ul style="list-style-type: none"> <li>Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>Varied and inventive use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>Extensive and ambitious use of vocabulary</li> </ul>	<p>a high degree of accuracy</p> <ul style="list-style-type: none"> <li>Selects a range of judicious examples</li> <li>Uses a range of subject terminology appropriately</li> </ul>	
7	A		<p><b>Content</b></p> <ul style="list-style-type: none"> <li>Communication is convincing</li> <li>Tone, style and register consistently match purpose, form and audience;</li> <li>Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Structured and developed writing with a range of engaging complex ideas</li> <li>Consistently coherent use of paragraphs with integrated discourse markers</li> <li>Varied and effective structural features</li> </ul>	<ul style="list-style-type: none"> <li>Sentence demarcation is consistently secure and consistently accurate</li> <li>Wide range of punctuation is used with a high level of accuracy</li> <li>Uses a full range of appropriate sentence forms for effect</li> <li>Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>High level of accuracy in spelling, including ambitious vocabulary</li> <li>Extensive and ambitious use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Shows detailed and perceptive understanding of language</li> <li>Analyses the effects of the writer's choices of language</li> <li>Selects a range of judicious quotations</li> <li>Uses sophisticated subject terminology accurately</li> <li>Shows detailed and perceptive understanding of structural features</li> <li>Analyses the effects of the writer's choice of structural features</li> <li>Selects a range of judicious examples</li> <li>Uses a range of subject terminology appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluates the text in a detailed way</li> <li>Offers examples from the text to explain views convincingly</li> <li>Analyses effects of a range of writer's choices</li> <li>Selects a range of relevant quotations to validate views</li> </ul>

6	B		<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging using a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows clear understanding of language</li> <li>• Clearly explains the effects of the writer's choices of language</li> <li>• Selects a range of relevant quotations</li> <li>• Uses subject terminology accurately</li> <li>• Shows clear understanding of structural features</li> <li>• Clearly explains the effects of the writer's choice of structural features</li> <li>• Selects a range of relevant examples</li> <li>• Uses subject terminology accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly evaluates the text</li> <li>• Offers examples from the text to explain views clearly</li> <li>• Clearly explains the effect of writer's choices</li> <li>• Selects some relevant quotations to support views</li> </ul>
5	B/C	7/8	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding of language</li> <li>• Attempts to comment on the effect of language</li> <li>• Selects some relevant quotations</li> <li>• Uses some subject</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts evaluative comment on the text</li> <li>• Offers an example from the text to explain view(s)</li> <li>• Attempts to comment on writer's methods</li> <li>• Selects some quotations , which</li> </ul>

			<p>linguistic devices</p> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>	<p>terminology, not always appropriately</p> <ul style="list-style-type: none"> <li>• Shows some understanding of structural features</li> <li>• Attempts to comment on the effect of structural features</li> <li>• Selects some relevant examples</li> <li>• Uses some subject terminology, not always appropriately</li> </ul>	<p>occasionally support views</p>
4	C	7	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Some sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some understanding of language</li> <li>• Attempts to comment on the effect of language</li> <li>• Selects some relevant quotations</li> <li>• Uses some subject terminology, not always appropriately</li> <li>• Shows some understanding of structural features</li> <li>• Attempts to comment on the effect of structural features</li> <li>• Selects some relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts evaluative comment on the text</li> <li>• Offers an example from the text to explain view(s)</li> <li>• Attempts to comment on writer's methods</li> <li>• Selects some quotations , which occasionally support views</li> </ul>

			features		<ul style="list-style-type: none"> <li>• Uses some subject terminology, not always appropriately</li> </ul>	
3	D/E	6/5	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates with some success</li> <li>• Attempts to match purpose, form and audience; attempts to control register</li> <li>• Begins to vary vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Some linked and relevant ideas</li> <li>• Attempt to write in paragraphs with some discourse markers, not always appropriate</li> <li>• Attempts to use structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows simple awareness of language</li> <li>• Offers simple comment on the effect of language</li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> <li>• Shows simple awareness of structure</li> <li>• Offers simple comment on the effect of structure</li> <li>• Simple references or examples</li> <li>• Simple mention of subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Simple evaluative comment on the text</li> <li>• Offers simple example from the text which may explain view</li> <li>• Simple mention of writer's methods</li> <li>• Simple references or textual details</li> </ul>
2	E/F	5/4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Simple communication of ideas</li> <li>• Simple awareness of purpose, form and audience; limited control of register</li> <li>• Simple vocabulary; simple linguistic devices</li> </ul> <p><b>Organisation</b></p>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Shows simple awareness of <i>language</i></li> <li>• Offers simple comment on the effect of <i>language</i></li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Simple evaluative comment on the text</li> <li>• Offers simple example from the text which may explain view</li> <li>• Simple mention of writer's methods</li> <li>• Simple references or textual details</li> </ul>

			<ul style="list-style-type: none"> <li>• One or two relevant ideas, simply linked</li> <li>• Random paragraph structure</li> <li>• Evidence of simple structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows simple awareness of structure</li> <li>• Offers simple comment on the effect of structure</li> <li>• Simple references or examples</li> <li>• Simple mention of subject terminology</li> </ul>	
1	F/G	3/4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates limited meaning</li> <li>• Occasional sense of purpose, form and/or audience</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two unlinked ideas</li> <li>• No paragraphs</li> <li>• Limited or no evidence of structural features</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Shows simple awareness of <i>language</i></li> <li>• Offers simple comment on the effect of <i>language</i></li> <li>• No comments offered on the use of structure</li> </ul>	<ul style="list-style-type: none"> <li>• Simple evaluative comment on the text</li> <li>• Offers simple example from the text which may explain view</li> </ul>
	U	2	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communicates limited meaning</li> <li>• Occasional sense of purpose, form and/or audience</li> <li>• Simple vocabulary</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• One or two unlinked ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing to reward</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing to reward</li> </ul>	No relevant comments offered in response to the statement, no impressions, no evaluation.

			<ul style="list-style-type: none"><li>• No paragraphs</li><li>• Limited or no evidence of structural features</li></ul>			
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