

Assessment Grades			Aspects of Achievement in English Literature			
New GCSE Grade	Current GCSE Grade	'Old' Key Stage Level	A01 Read, understand and respond to texts.  Students should be able to: • maintain a critical style and develop an informed personal response  • use textual references, including quotations, to support and illustrate interpretations.	A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	A03 Show understanding of the relationships between texts and the contexts in which they were written.	A04 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
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8	A*		<ul style="list-style-type: none"> <li>Critical, exploratory, conceptualised response to task and whole text</li> <li>Judicious use of precise references to support interpretation(s)</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of writer's methods with subject terminology used judiciously</li> <li>Exploration of effects of writer's methods on reader</li> </ul>	<ul style="list-style-type: none"> <li>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context /text/task</li> </ul>	Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
7	A		<ul style="list-style-type: none"> <li>Critical, exploratory, conceptualised response to task and whole text</li> <li>Judicious use of precise references to support interpretation(s)</li> </ul> <p><b>Starting to demonstrate elements</b></p>	<ul style="list-style-type: none"> <li>Analysis of writer's methods with subject terminology used judiciously</li> <li>Exploration of effects of writer's methods on reader</li> </ul> <p><b>Starting to demonstrate elements</b></p>	<ul style="list-style-type: none"> <li>Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task</li> </ul> <p><b>Starting to demonstrate elements</b></p>	Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.

6	B		<ul style="list-style-type: none"> <li>Thoughtful, developed response to task and whole text</li> <li>Apt references integrated into interpretation(s)</li> </ul>	<ul style="list-style-type: none"> <li>Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> <li>Examination of effects of writer's methods on reader</li> </ul>	<ul style="list-style-type: none"> <li>Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul>	Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
5	B/C	7/8	<ul style="list-style-type: none"> <li>Thoughtful, developed response to task and whole text</li> </ul> <p><b>Starting to demonstrate elements</b></p>	<ul style="list-style-type: none"> <li>Examination of writer's methods with subject terminology used effectively to support consideration of methods</li> </ul> <p><b>Starting to demonstrate elements</b></p>	<ul style="list-style-type: none"> <li>Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task</li> </ul> <p><b>Starting to demonstrate elements</b></p>	Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
4	C	7	<ul style="list-style-type: none"> <li>Clear, explained response to task and whole text</li> <li>Effective use of references to support explanation</li> </ul>	<ul style="list-style-type: none"> <li>Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>Understanding of effects of writer's methods on reader</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task</li> </ul>	Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
3	D/E	6/5	<ul style="list-style-type: none"> <li>Some explained response to task and whole text</li> <li>References used to support a range of relevant comments</li> </ul>	<ul style="list-style-type: none"> <li>Explained/relevant comments on writer's methods with some relevant use of subject terminology</li> <li>Identification of effects of</li> </ul>	<ul style="list-style-type: none"> <li>Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task</li> </ul>	Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence

				writer's methods on reader		structures to achieve general control of meaning.
2	E/F	5/4	<ul style="list-style-type: none"> <li>Supported response to task and text</li> <li>Comments on references</li> </ul>	<ul style="list-style-type: none"> <li>Identification of writers' methods</li> <li>Some reference to subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>Some awareness of implicit ideas/contextual factors</li> </ul>	Learners 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	F/G	3/4	<ul style="list-style-type: none"> <li>Simple comments relevant to task and text</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of writer making deliberate choices</li> <li>Possible reference to subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>Simple comment on explicit ideas/contextual factors</li> </ul>	Learners 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.
	U	2	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>	Fails to meet the threshold