

Assessment grid			
Subject: English		Year: 8	
Topic/module/theme: Literature 19 <sup>th</sup> Century Text ( <i>A Christmas Carol</i> )			
KS4 target direction	4	6	8(9)
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> <li>Beginning to make comments on writer’s methods or context</li> </ul>	Enrichment/extension– reaching, or part of, next pathway → Features of work may include: <ul style="list-style-type: none"> <li>Clear, explained response throughout</li> </ul>	Enrichment/extension Features of work may include: <ul style="list-style-type: none"> <li>A thoughtful, detailed and developed response, structured around a clear line of argument</li> </ul>
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged ‘Secure’</i>	<b>Secure</b> Competency statements:  <i>Supported, relevant comments</i> <ul style="list-style-type: none"> <li>Supported response to task and text (answer question, referring to text)</li> <li>Comments on references (explains quotes)</li> <li>Identification of writer’s methods</li> <li>Some reference to subject terminology</li> <li>Some awareness of implicit ideas / contextual factors (e.g. reference to Victorian period)</li> </ul>	<b>Secure</b> Competency statements:  <i>Explained, structured comments</i> <ul style="list-style-type: none"> <li>Some explained response to task and whole text (refers to parts of text outside of extract)</li> <li>References used to support a range of relevant comments</li> <li>Explained/relevant comments on writer’s methods with some relevant use of subject terminology</li> <li>Identification of effects of writer’s methods on reader</li> <li>Some understanding of implicit ideas/ perspectives/contextual factors shown by links</li> </ul>	<b>Secure</b> Competency statements:  <i>Clear understanding</i> <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> <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> <li>Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul>



		between context/text/task (e.g. refers to Dickens' political views or purpose of text)	
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps <ul style="list-style-type: none"><li>• Student's response may be narrative or descriptive, with little or no reference to relevant detail</li></ul>	Significant gaps <ul style="list-style-type: none"><li>• Student's response is limited to identification rather than explanatory comments. Their references may be very narrow</li></ul>	Significant gaps <ul style="list-style-type: none"><li>• Student's response may include misunderstandings or a lack of clear explanation</li></ul>

Notes: KS4 target direction 4 is based on a student working at grade F1, which translates to top of Level 2 on GCSE mark scheme.

KS4 target direction 6 is based on a student working at grade D3, which translates to top of level 3 on GCSE mark scheme.

KS4 target direction 8/9 is based on a student working at grade C1, which translates to top of level 4 on GCSE mark scheme.