



KS4 ASSESSMENT

ENGLISH

BRAMHALL HIGH SCHOOL

Score		Knowledge and Understanding
<p data-bbox="140 376 400 472">7/8/9</p> <p data-bbox="118 524 424 624">Well above expected level for a Year 10 student</p> <p data-bbox="118 667 424 752">(8 and 9 will only be awarded for exceptional performance)</p>	<p data-bbox="459 376 635 450">A/A*</p>	<p data-bbox="703 371 1465 521">PERCEPTIVE/SOPHISTICATED: pupils begin to demonstrate the following skills throughout, with increasingly challenging texts; pupils craft their own writing to achieve particular effects.</p> <p data-bbox="703 566 866 595">READING:</p> <ul data-bbox="754 607 1485 1305" style="list-style-type: none"> • ability to synthesise and evaluate a range of challenging texts, showing thoughtful responses to implicit meanings, using precisely selected evidence; • ability to analyse a range of language choices confidently, using appropriate subject terminology; • ability to analyse the effects of a range of structural devices, using appropriate subject terminology; • ability to make assured and thoughtful comparisons, evaluating more subtle differences and using precisely selected evidence; • ability to critically evaluate the text. Shows an assured and thoughtful appreciation of the effects of the writer's methodology. Uses precisely selected evidence. <p data-bbox="703 1312 858 1341">WRITING:</p> <ul data-bbox="754 1352 1481 1933" style="list-style-type: none"> • ability to communicate with assured control, matching tone, style and register to audience and purpose; • ability to shape whole texts through sequencing ideas and structuring details within and between paragraphs; • ability to use a wide range of punctuation, spelling and grammar in phrases, clauses and sentences with very few errors; • ability to select precise and appropriate words and phrases for impact from an impressive range of vocabulary; • ability to use a wide range of sentence structures to purposefully shape meaning and impact. <p data-bbox="703 1939 906 1968">LITERATURE</p>

- ability to analyse and show perceptive ideas about the links between the writer's attitudes and language and the text's context. Uses precisely selected evidence at all times.

READING:

- ability to synthesise and evaluate a range of challenging texts with detailed understanding. Able to respond with insight to implicit meanings and viewpoints, using precisely selected evidence at all times;
- ability to analyse and evaluate with insight the effects of a range of language devices, using precisely selected evidence at all times;
- ability to analyse and evaluate with insight the effects of a range of structural devices, using precisely selected evidence at all times;
- ability to make convincing and apt comparisons within and between texts, using precisely selected evidence at all times;
- ability to critically evaluate a range of texts, showing perceptive appreciation of the writer's methodology, using precisely selected evidence at all times.

WRITING:

- ability to communicate with impact, matching tone, style and register to audience and purpose in a range of tasks;
- ability to produce accomplished and effectively-structured texts with a range of structural devices used;
- ability to control a wide range of spelling, punctuation and grammar with virtually no errors in phrases, clauses and sentences;
- ability to create impact with a range of impressive vocabulary;
- ability to construct a range of sophisticated sentence structures for impact.

LITERATURE:

		<ul style="list-style-type: none"> ability to analyse in a sophisticated and perceptive way showing links between the writer's ideas and the text's context, using precisely selected evidence at all times.
<p style="text-align: center;">6</p> <p style="text-align: center;">Above expected level for a Year 10 student</p>	<p style="text-align: center;">B</p>	<p>CONFIDENT:</p> <ul style="list-style-type: none"> pupils demonstrate the following skills throughout; reading is becoming more precise/analytical and writing more ambitious. <p>READING:</p> <ul style="list-style-type: none"> ability to summarise and evaluate a range of challenging texts with accuracy and understanding. Able to make effective and valid responses to implicit meanings and viewpoints using focused and apt support at all times; ability to analyse and evaluate a range of language choices, using subject terminology accurately. Uses focused and apt support at all times; ability to analyse and evaluate the effects of a range of structural choices using subject terminology accurately. Uses focused and apt support at all times; ability to make clear and valid comparisons evaluating key differences between texts. Uses focused and apt support at all times; ability to evaluate a text and appreciate the effects of a writer's methodology. Uses focused and apt support at all times. <p>WRITING:</p> <ul style="list-style-type: none"> ability to communicate clearly and effectively, matching tone, style and register to audience and purpose; ability to organise whole texts with the sequencing of ideas and the structuring of details within and between paragraphs; ability to control of a wider range of punctuation, spelling and grammar in phrases, clauses and sentences with only the occasional error;

		<ul style="list-style-type: none"> • ability to select more ambitious words and phrases for impact from an impressive range of vocabulary. • ability to effectively use a range of sentence structures to heighten meaning and impact. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to effectively explore the writer’s ideas and attitudes within the social, historical and cultural context of the text. Uses focused and apt support at all times.
<p style="text-align: center;">5</p> <p>Expected level for a Year 10 student</p>	<p style="text-align: center;">C</p>	<p>CLEAR/CONSISTENT: pupils demonstrate the following skills throughout; skills are deemed ‘secure’ as a result.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to summarise and evaluate a range of challenging texts with accuracy and understanding. Able to make effective and valid responses to implicit meanings and viewpoints using focussed and apt support at all times; • ability to analyse and evaluate a range of writer’s language choices using subject terminology accurately. Uses focussed and apt support at all times; • ability to analyse and evaluate the effects of a range of writers’ structural choices using subject terminology accurately. Uses focussed and apt support at all times; • ability to make clear and valid comparisons, evaluating key differences between texts. Uses focussed and apt support at all times; • ability to evaluate the text and appreciate the effects of the writer’s methodology. Uses focussed and apt support at all times. <p>WRITING:</p> <ul style="list-style-type: none"> • ability to clearly and effectively match tone, style and register to audience and purpose;

		<ul style="list-style-type: none"> • ability to effectively organise whole texts with sequencing of ideas and structuring of details within and between paragraphs; • ability to control a wide range of punctuation, spelling and grammar in phrases, clauses and sentences with only occasional error; • ability to select more ambitious words and phrases for impact from an impressive range of vocabulary; • ability to use a range of sentence structures to heighten meaning and impact. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to explore the writer’s ideas and attitudes within the social, historical and cultural context of the text. Uses focussed and apt support at all times.
<p style="text-align: center;">4</p> <p style="text-align: center;">Approaching the expected level for a Year 10 student</p>	<p style="text-align: center;">D</p>	<p>SOME SUCCESS: pupils demonstrate some but not all of the following; skills may not be demonstrated at the same level throughout.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to summarise and evaluate a range of challenging texts with accuracy and understanding. Able to make effective and valid responses to implicit meanings and viewpoints using focussed and apt support at all times; • ability to analyse and evaluate a range of writer’s language choices using subject terminology accurately. Uses focussed and apt support at all times; • ability to analyse and evaluate the effects of a range of writers’ structural choices using subject terminology accurately. Uses focussed and apt support at all times; • ability to make clear and valid comparisons, evaluating key differences between texts. Uses focussed and apt support at all times; • ability to evaluate the text and appreciate the effects of the writer’s methodology.

		<p>Uses focussed and apt support at all times.</p> <p>WRITING:</p> <ul style="list-style-type: none"> • ability to clearly and effectively match tone, style and register to audience and purpose; • ability to effectively organise whole texts with sequencing of ideas and structuring of details within and between paragraphs; • ability to control a wide range of punctuation, spelling and grammar in phrases, clauses and sentences with only occasional error; • ability to select more ambitious words and phrases for impact from an impressive range of vocabulary; • ability to use a range of sentence structures to heighten meaning and impact. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to explore the writer’s ideas and attitudes within the social, historical and cultural context of the text. Uses focussed and apt support at all times.
<p>1/2/3</p> <p>Working towards the expected level for a Year 10 student</p>	<p>E/F/G</p>	<p>LIMITED SUCCESS: pupils demonstrate the following at a very basic level; responses lack depth/detail and are often general in content.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to describe and summarise a range of texts with increasing accuracy and understanding. Able to attempt some inferences offering examples from the text including some relevant quotations; • ability to explain the effects of a writer’s techniques and language choices. Able to use some subject terminology but not always accurately. Offers examples from the text including some relevant quotations; • ability to explain the effects of a writer’s structural choices. Able to use some subject terminology about structure but not always accurately. Offers examples

		<p>from the text including some relevant quotations;</p> <ul style="list-style-type: none"> • ability to identify some similarities and differences between texts. Offers examples from the text including some relevant quotations; • ability to make some evaluative comments about the text with a growing awareness of the writer's methodology. Offers examples from the text including some relevant quotations. <p>WRITING:</p> <ul style="list-style-type: none"> • ability to communicate and match tone, style and register to audience and purpose; • ability to organise whole texts, with clear and accurate sequencing of ideas and structuring of details using paragraphs; • competent control of spelling, punctuation and grammar in phrases, clauses and sentences; • deliberate selection of more ambitious words and phrases; • competent control over simple, compound and complex sentences. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to identify a writer's ideas and attitudes in a text and link these to context, both as a reader now and in the social, historical context of the time it was written. Offers examples from the text including some relevant quotations.
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Score		Knowledge and Understanding
<p data-bbox="140 338 400 434">7/8/9</p> <p data-bbox="118 488 424 589">Well above expected level for a Year 11 student</p> <p data-bbox="118 629 424 714">(8 and 9 will only be awarded for exceptional performance)</p>	<p data-bbox="459 338 635 409">A/A*</p>	<p data-bbox="703 331 1465 483">PERCEPTIVE/SOPHISTICATED: pupils demonstrate the following skills throughout, with increasingly challenging texts; pupils craft their own writing to achieve particular effects.</p> <p data-bbox="703 528 866 562">READING:</p> <ul data-bbox="751 568 1481 1144" style="list-style-type: none"> • ability to summarise and critically evaluate a range of texts with detailed and perceptive understanding; • ability to understand and respond with insight to explicit and implicit meanings and viewpoints; • ability to analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure; • ability to substantiate understanding and opinions with illuminating references to texts and contexts; • ability to make convincing and apt links and comparisons within and between texts. <p data-bbox="703 1155 858 1189">WRITING:</p> <ul data-bbox="751 1196 1453 1659" style="list-style-type: none"> • ability to communicate with impact and influence; • ability to produce ambitious, accomplished and effectively-structured texts; • ability to use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact; • ability to spell, punctuate and use grammar accurately so that writing is ambitious and virtually error-free. <p data-bbox="703 1671 914 1704">LITERATURE:</p> <ul data-bbox="751 1711 1465 1928" style="list-style-type: none"> • ability to sustain a convincing, informed personal response to explicit and implicit meanings of texts; • ability to sustain a perceptive critical analysis of the ways in which writers use language, form and structure;

		<ul style="list-style-type: none"> • ability to use judicious and well-integrated textual references to develop personal responses; • ability to show a perceptive understanding of how contexts shape texts and responses to texts; • ability to make illuminating comparisons between texts.
<p style="text-align: center;">6</p> <p style="text-align: center;">Above expected level for a Year 11 student</p>	<p style="text-align: center;">B</p>	<p>CONFIDENT: pupils demonstrate the following skills throughout; reading is becoming more precise/analytical and writing more ambitious.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to synthesise and evaluate a range of challenging texts, showing thoughtful responses to implicit meanings, using precisely selected evidence; • ability to analyse a range of language choices confidently, using appropriate subject terminology; • ability to analyse the effects of a range of structural devices, using appropriate subject terminology; • ability to make assured and thoughtful comparisons, evaluating more subtle differences and using precisely selected evidence; • ability to critically evaluate the text. Shows an assured and thoughtful appreciation of the effects of the writer's methodology. Uses precisely selected evidence. <p>WRITING:</p> <ul style="list-style-type: none"> • ability to communicate with assured control, matching tone, style and register to audience and purpose; • ability to shape whole texts through sequencing ideas and structuring details within and between paragraphs; • ability to use a wide range of punctuation, spelling and grammar in phrases, clauses and sentences with very few errors; • ability to select precise and appropriate words and phrases for impact from an impressive range of vocabulary;

		<ul style="list-style-type: none"> ability to use a wide range of sentence structures to purposefully shape meaning and impact. <p>LITERATURE</p> <ul style="list-style-type: none"> ability to analyse and show perceptive ideas about the links between the writer's attitudes and language and the text's context. Uses precisely selected evidence at all times.
<p>5</p> <p>Expected level for a Year 11 student</p>	<p>C</p>	<p>CLEAR/CONSISTENT: pupils demonstrate the following skills throughout; skills are deemed 'secure' as a result.</p> <p>READING:</p> <ul style="list-style-type: none"> ability to summarise and evaluate a range of challenging texts with accuracy and understanding. Able to make effective and valid responses to implicit meanings and viewpoints using focused and apt support at all times; ability to analyse and evaluate a range of language choices, using subject terminology accurately. Uses focused and apt support at all times; ability to analyse and evaluate the effects of a range of structural choices using subject terminology accurately. Uses focused and apt support at all times; ability to make clear and valid comparisons evaluating key differences between texts. Uses focused and apt support at all times; ability to evaluate a text and appreciate the effects of a writer's methodology. Uses focused and apt support at all times. <p>WRITING:</p> <ul style="list-style-type: none"> ability to communicate clearly and effectively, matching tone, style and register to audience and purpose; ability to organise whole texts with the sequencing of ideas and the structuring of details within and between paragraphs; ability to control of a wider range of punctuation, spelling and grammar in

		<p>phrases, clauses and sentences with only the occasional error;</p> <ul style="list-style-type: none"> • ability to select more ambitious words and phrases for impact from an impressive range of vocabulary. • ability to effectively use a range of sentence structures to heighten meaning and impact. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to effectively explore the writer’s ideas and attitudes within the social, historical and cultural context of the text. Uses focused and apt support at all times.
<p style="text-align: center;">4</p> <p style="text-align: center;">Approaching the expected level for a Year 11 student</p>	<p style="text-align: center;">D</p>	<p>SOME SUCCESS: pupils demonstrate some but not all of the following; skills may not be demonstrated at the same level throughout.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to summarise and evaluate a range of challenging texts with accuracy and understanding. Able to make effective and valid responses to implicit meanings and viewpoints using focused and apt support at all times; • ability to analyse and evaluate a range of language choices, using subject terminology accurately. Uses focused and apt support at all times; • ability to analyse and evaluate the effects of a range of structural choices using subject terminology accurately. Uses focused and apt support at all times; • ability to make clear and valid comparisons evaluating key differences between texts. Uses focused and apt support at all times; • ability to evaluate a text and appreciate the effects of a writer’s methodology. Uses focused and apt support at all times. <p>WRITING:</p> <ul style="list-style-type: none"> • ability to communicate clearly and effectively, matching tone, style and register to audience and purpose;

		<ul style="list-style-type: none"> • ability to organise whole texts with the sequencing of ideas and the structuring of details within and between paragraphs; • ability to control of a wider range of punctuation, spelling and grammar in phrases, clauses and sentences with only the occasional error; • ability to select more ambitious words and phrases for impact from an impressive range of vocabulary. • ability to effectively use a range of sentence structures to heighten meaning and impact. <p>LITERATURE:</p> <ul style="list-style-type: none"> • ability to effectively explore the writer’s ideas and attitudes within the social, historical and cultural context of the text. Uses focused and apt support at all times.
<p>1/2/3</p> <p>Working towards the expected level for a Year 11 student</p>	<p>E/F/G</p>	<p>LIMITED SUCCESS: pupils demonstrate the following at a very basic level; responses lack depth/detail and are often general in content.</p> <p>READING:</p> <ul style="list-style-type: none"> • ability to describe and summarise a range of texts with increasing accuracy and understanding. Able to attempt some inferences offering examples from the text including some relevant quotations; • ability to explain the effects of a writer’s techniques and language choices. Able to use some subject terminology but not always accurately. Offers examples from the text including some relevant quotations; • ability to explain the effects of a writer’s structural choices. Able to use some subject terminology about structure but not always accurately. Offers examples from the text including some relevant quotations; • ability to identify some similarities and differences between texts. Offers examples from the text including some relevant quotations;

		<ul style="list-style-type: none">• ability to make some evaluative comments about the text with a growing awareness of the writer's methodology. Offers examples from the text including some relevant quotations. <p>WRITING:</p> <ul style="list-style-type: none">• ability to communicate and match tone, style and register to audience and purpose; □ ability to organise whole texts, with clear and accurate sequencing of ideas and structuring of details using paragraphs;• competent control of spelling, punctuation and grammar in phrases, clauses and sentences;• deliberate selection of more ambitious words and phrases;• competent control over simple, compound and complex sentences. <p>LITERATURE:</p> <ul style="list-style-type: none">• ability to identify a writer's ideas and attitudes in a text and link these to context, both as a reader now and in the social, historical context of the time it was written. Offers examples from the text including some relevant quotations.
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