

LITERATURE

Name:	Attainment profile: Foundation Developing Good Exceptional	Effort: 1 2 3 4
Date:	Performance grade: Foundation Developing Good Exceptional	Progress: Gold Green Amber Red

	Foundation (1) Simple, explicit comments	Foundation / Developing (2, 3) Supported, relevant comments	Developing (3, 4) Explained, structured comments	Good (5) Clear understanding	Good / Exceptional (6, 7) Thoughtful, developed consideration	Exceptional (8, 9) Convincing, critical analysis and exploration
AO1: Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response and use textual references, including quotations, to support and illustrate interpretations.	Simple comments relevant to task and text Reference to relevant details	Supported response to task and text Comments on references	Some explained response to task and whole text References used to support a range of relevant comments	Clear, explained response to task and whole text Effective use of references to support explanation	Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)	Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)
AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	Awareness of writer making deliberate choices Possible reference to subject terminology	Identification of writers' methods Some reference to subject terminology	Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods on reader	Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods on reader	Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods on reader	Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader
AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Simple comment on explicit ideas / contextual factors	Some awareness of implicit ideas / contextual factors	Some understanding of implicit ideas / perspectives / contextual factors shown by links between context/text/task	Clear understanding of ideas / perspectives / contextual factors shown by specific links between context/text/task	Thoughtful consideration of ideas / perspectives / contextual factors shown by examination of detailed links between context/text/task	Exploration of ideas / perspectives / contextual factors shown by specific, detailed links between context/text/task

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Threshold performance: 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.	Intermediate performance: Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	High performance: Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
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