

ENGLISH – LEARNING LADDERS 2018 onwards

BAN D	READING	WRITING - CONTENT	WRITING - SSPS	GRAD E
1.	You are making one or two simple comments with occasional reference to the text and you may sometimes struggle to engage with the question. You do not comment on the use of language .	<ul style="list-style-type: none"> ▪ You show a basic awareness of the purpose and format of the task ▪ Basic awareness of reader ▪ Some relevant content ▪ Paragraphs may be used ▪ Basic clarity but communication of meaning is limited 	Nothing worthy of credit.	W 1
2.	You are making simple relevant comments with a quotation . You make some comment on the effect of language or a piece of subject terminology . When comparing you make some selection of relevant detail from both texts.	<ul style="list-style-type: none"> ▪ You show awareness of the purpose and format of the task ▪ Awareness of the reader ▪ Sense of purpose in content coverage – reasons given in support of your argument ▪ Some sequencing of paragraphs and ideas ▪ Clear attempt to adapt style to purpose/ audience ▪ Communication has some clarity and fluency ▪ there is some control and coherence (some control of plot and characterisation in fiction writing) 	<p>-some variety of sentence structure.</p> <p>-there is some control of sentence construction.</p> <p>- some control of a range of punctuation.</p> <p>- the spelling is usually accurate</p> <p>- control of tense and agreement is generally secure.</p> <p>- there is some range of vocabulary.</p>	2 3

<p>3.</p>	<p>You are able to explain relevant points. You comment on how language is used to achieve effects and influence the reader based on a range of valid evidence from the text. When comparing you select a range of relevant detail from both texts.</p>	<ul style="list-style-type: none"> ▪ Clear understanding of purpose and format of the task ▪ Clear awareness of the reader ▪ Clear sense of purpose in content coverage – appropriate reasons given ▪ Paragraphs used to structure writing ▪ Arguments are coherent ▪ Paragraphs give sequence and organisation ▪ Communication has clarity and fluency ▪ the writing is mostly controlled and coherent (plot and characterisation show some detail and development) 	<p>-there is variety in sentence structure -control of sentence construction is mostly secure -a range of punctuation is used, mostly accurately -most spelling, including that of irregular words, is correct -control of tense and agreement is mostly secure -vocabulary is beginning to develop and is used with some precision</p>	<p>4 5</p>
<p>4.</p>	<p>You make accurate and relevant comments. You are beginning to analyse how language and tone are used to achieve effects. You use subject terminology accurately to support your comments effectively. When comparing you synthesise and show some understanding of a range of relevant detail from both texts.</p>	<ul style="list-style-type: none"> ▪ Consistent understanding of purpose and audience ▪ Secure awareness of reader ▪ Content is well judged and detailed ▪ Ideas are organised, coherent and developed with supporting detail ▪ Paragraphs used effectively to provide clear shape and structure ▪ Confident use of a range of stylistic devices ▪ Communication has clarity, fluency and some ambition ▪ the writing is clearly controlled and coherent (plot and characterisation show convincing detail and some originality and imagination) 	<p>-sentence structure is varied to achieve particular effects -control of sentence construction is secure -a range of punctuation is used accurately -spelling, including that of irregular words, is secure -control of tense and agreement is secure -vocabulary is ambitious and used with precision</p>	<p>6 7</p>

<p>5.</p>	<p>You make accurate and perceptive comments in answer to the question and analyse how language and tone are used to achieve effects. You explore subtleties of the writer’s technique in relation to how the reader is influenced. Use of subject terminology is well considered, accurate and supports comments effectively. When comparing you synthesise, have clear understanding and provide an overview drawn from a range of relevant detail.</p>	<ul style="list-style-type: none"> ▪ Sophisticated understanding of purpose and audience ▪ Sustained awareness of reader ▪ Content is ambitious, pertinent and sophisticated ▪ Ideas are convincingly developed, supported by detail ▪ Sophistication in the shape and structure of the writing (paragraphs) ▪ the writing is fully coherent and controlled (plot and characterisation are developed with detail, originality and imagination) 	<p>-there is appropriate and effective variation of sentence structures</p> <p>-virtually all sentence construction is controlled and accurate</p> <p>-a range of punctuation is used confidently and accurately</p> <p>-virtually all spelling, including that of complex irregular words, is correct</p> <p>-control of tense and agreement is totally secure</p> <p>-a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</p>	<p>8</p> <p>9</p>
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