

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



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

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.