English Step 9-1 Descriptors

Step	Descriptor
9	**In Language to achieve a Step 9 candidates will be able to:** • Use perceptive and interesting sophisticated terminology, alongside text/topic specific terminology • Precise and perceptive summary and comparisons that include original interpretations of language and it's links with text type, audience and purpose • Precise and perceptive analysis and evaluation that include a personal response to the text and to the context in which it was written • Communicate with full coherence and control • Produce ambitious, accomplished and effectively structured texts used to intrigue and interest the audience • Punctuate and use grammar confidently and accurately so that writing is virtually error-free • Use appropriate and effective variation of sentence structures and wide range of ambitious vocabulary is used to create effect or convey precise meaning **In Literature to achieve a Step 9 candidates will be able to:** • Sustain a wide range of precise, consistent and evaluative responses to explicit and implicit meanings of texts, including the plot and the way in which form is used • Embed a wide range of precise and thoughtful references to enhance a perceptive argument • Sustain application of a wide range of structural features to strengthen a perceptive analysis • Sustain a perceptive critical analysis of the ways in which writers use language, including original comments on a wide range of more subtle techniques • Consistently make perceptive and original links between a personal response to a text and the contexts in which they are written • Enhance a critical and perceptive argument by regularly embedding a wide range of sophisticated and text/topic specific vocabulary.
8	**In Language to achieve a Step 8 candidates will be able to:** • Sophisticated terminology and text/topic specific terminology used confidently and correctly • Detailed and perceptive summaries and comparisons that consider text type, audience and purpose (as well as the limitations of this) • Detailed and perceptive analysis and evaluation that considers the strengths, and limitations of, text type, audience and purpose • Communicate with impact and influence • Produce ambitious, accomplished and effectively structured texts • Punctuation, sentence forms and grammatical features used consistently and effectively in order to reflect the genre, or TAP of the text • Use a wide range of well-selected sentences types and structurers and precise vocabulary to enhance impact **In Literature to achieve a Step 8 candidates will be able to:** • Consistently demonstrate a wide range of analysis of the genre, forms and conventions of the Literature texts studied and how these influence (and limit) the plot. • Embed a wide range of thoughtful references that support and sustain an argument • Embed a wide range of structural features to support the analysis of language, plot, character and theme • Analytical writing is linked together to form a concept; ideas are thoughtful, independent and flexible • Embed a wide range of thoughtful and relevant links between the text and authorial intent, the context and authorial bias • Regularly embed a wide range of relevant text/topic specific vocabulary with sophisticated vocabulary used to enhance an argument

7	In Language to achieve a Step 7 candidates will be able to:
	• Confident use of subject terminology to provide detailed explanations of task
	• Sophisticated summary and comparison that considers intended audience response, as well as purpose
	• Sophisticated analysis and evaluation that considers authorial intent, as well as writer's methods and vocabulary choices
	• Writing is clearly controlled and coherent
	• Structural features used accurately to support coherence and cohesion
	• Punctuation and grammatical features used correctly and with variety in order to reflect the genre, or TAP of the text
	• Well-selected sentence types and vocabulary used precisely to enhance impact
	In Literature to achieve a Step 7 candidates will be able to:
	• Detail a range of features within an argument and explain how the genre, sub-genre and form can affect characterisation and plot
	• Select and apply a range of relevant references to match the question focus - ideas are purposeful, detailed and connected
	• Detailed explanation of the effect of a range of structural features, including their link to author's intentions, characterisation and plot development
	• Analysis contains thoughtful and correct use of alternative viewpoints and tentative reference to different audiences
	• Understand and make a range of reference to the influences of the time period upon the text, including specific dates/facts/statistics
	• Apply a range of text/topic specific vocabulary, including some confident use of sophisticated vocabulary
6	In Language to achieve a Step 6 candidates will be able to:
	• Use a variety of subject terminology to enhance explanations of task and topic
	• Detailed and explained summary and comparison that make links to task, text type and viewpoint
	• Detailed and explained analysis and evaluation that correctly explore question focus
	• Writing is coherent and controlled
	• Structural features are accurate and to support coherence and control
	• A variety of grammatical features used for effect and punctuation is used mostly securely
	• Sentence structure is varied. Vocabulary is ambitious and used mostly with precision
	In Literature to achieve a Step 6 candidates will be able to:
	• Create an argument that explains a range of features and how they impact the plot of a text
	• Explain the effect of quotations upon the text, the audience and the writers' intentions
	• Explain the effect of a range of structural techniques upon the text, the audience and the writers' intentions
	• Explain a range of arguments through detailed analytical paragraphs
	• Link detailed, relevant explanations of a range of factors that can influence an author during the time of writing
	• Clearly and confidently apply text/topic specific vocabulary, including some relevant explanation of sophisticated vocabulary

5	In Language to achieve a Step 5 candidates will be able to:
	• Use of relevant subject terminology linked to task and topic
	• Some detailed summary and comparison. Valid points made about texts; students have a clear understanding of viewpoints
	• Analysis and evaluation of texts is clear and accurate - references are starting to be made to text type, audience and purpose
	• Communicate with control and coherence to sustain the reader's interest
	• Texts are well-structured and purposeful
	• Attempted variety of grammatical and punctuation for effect
	• Sentence types and vocabulary are used appropriate to purpose and effect
	In Literature to achieve a Step 5 candidates will be able to:
	• Show a clear understanding of the plot and make reference to the typical features of the text studied
	• Refer to references from the text to show a clear understanding
	• Identify and explain structural features within analysis of texts
	• Show a clear and detailed understanding of the text through analytical paragraphs
	• Create clear explanations of what can influence an author during the time of writing
	• Clearly and confidently apply text/topic specific vocabulary, including some sophisticated vocabulary (that may not be appropriately used)
4	In Language to achieve a Step 4 candidates will be able to:
	• Recognise and make some relevant comments about subject terminology
	• Some relevant comments made within summaries and comparisons between texts
	• Some relevant analysis and evaluation. Comments show some clear understanding of explicit and implicit viewpoints
	• Writing is mostly coherent and controlled
	• Structural features are used with some accuracy to match the TAP
	• Variety within sentence structures. Grammatical features used with some accuracy
	• Sentence types are varied. Vocabulary is beginning to develop and used with some accuracy
	In Literature to achieve a Step 4 candidates will be able to:
	• Demonstrate some clear understanding of the typical features of a text and refer to them within analysis
	• Identify some relevant references and apply them to the given question
	• Identify some relevant structural features and apply them to an analysis
	• Demonstrate some clear understanding of a text through analytical paragraphs
	• Use some contextual influences in a relevant manner, when analysing a text
	• Apply some text/topic specific vocabulary, including some explanation of sophisticated vocabulary
3	In Language to achieve a Step 3 candidates will be able to:
	• Explains some subject terminology, not always accurately
	• Attempts relevant summary and comparison by making some links between texts
	• Attempts relevant analysis and evaluation - makes comments about implicit and explicit viewpoints
	• Some control and coherence with some organisation of ideas
	• Some varied structural features: *e.g. - headline for a newspaper*
	• Some control of a range of punctuation and grammatical features
	• Some variety of sentences and some range of vocabulary

	In Literature to achieve a Step 3 candidates will be able to: • Identify some typical features of a text and sometimes explain them within an analysis • Identify some relevant references and recognise how they link to a question • Attempt to identify and link structural techniques to analysis • Show some understanding of a text through analytical paragraphs • Some explanations of what can influence an author during the time of writing • Explain some text/topic specific vocabulary with an attempt at sophisticated vocabulary
2	In Language to achieve a Step 2 candidates will be able to: • Refers to basic subject terminology • Straightforward, basic summary and comparison (not explicitly linked to question focus) • Basic analysis and evaluation: comments about texts are explicit and show limited viewpoints • Communicate simply with some clarity for the reader • Produce texts with basic structures and basic awareness of purpose • Use grammatical features and punctuation with limited accuracy • Show some control of sentence types and vocabulary choices
	In Literature to achieve a Step 2 candidates will be able to: • Make straightforward and basic comments about the plot of a text • Attempt to reference quotations from the text, with basic understanding • State generic references to basic structural features of a text • Attempt basic analytical paragraphs • Recall basic information on what can influence a writer during the time of writing • Refers to basic subject terminology when needed - *e.g.: character*
1	In Language to achieve a Step 1 candidates will be able to: • Use subject terminology with limited understanding • Limited links made between texts; summaries are descriptive and show limited understanding • Limited, or incorrect, analysis and evaluation. Viewpoints about texts are misunderstood • Basic control and coherence with basic organisation • Limited use of structure to convey meaning • Basic control of punctuation and grammatical features • Limited range of sentence types and basic vocabulary In Literature to achieve a Step 1 candidates will be able to: ‣ Summarise the events of a plot in a list, with limited understanding ‣ State references from a text, with limited understanding ‣ Limited recall of the basic structural features of a text ‣ Basic and limited attempt at an analytical paragraph ‣ State the basic factors that influence a writer ‣ Define language and structural terminology, with limited understanding