

ENGLISH LITERATURE ASSESSMENT FRAMEWORK

Assessment Grade		Key Knowledge and Skills
9	a	Students can: Sustain a perceptive, sophisticated and assured response to explicit and implicit meanings of texts.
	b	Discuss layers of meaning confidently and with flair. Build upon a perceptive, critical analysis with evaluation of the ways in which writers use language, form and structure. Use subject terminology judiciously to enhance responses to texts. Embed judicious and precise textual references to illuminate detailed, critical responses to the writer's craft. Use knowledge of how contexts shape texts and responses to texts to further deepen critical insight and interpretations of texts. Make original and insightful comparisons between texts.
	c	
	d	
8	a	Students can: Sustain a convincing, informed personal response to explicit and implicit meanings of texts. Sustain a perceptive critical analysis of the ways in which writers use language, form and structure. Use subject terminology precisely to inform responses to texts. Use judicious and well-integrated textual references to develop personal responses. Show perceptive understanding of how contexts shape texts and responses to texts. Make illuminating comparisons between texts.
	b	
	c	
	d	
7	a	Students can: Sustain a thoughtful, developed and detailed response to explicit and implicit meanings of texts. Examine with thoughtful consideration the ways in which writers use language, form and structure. Use subject terminology confidently to inform responses to texts. Integrate effective textual references to inform personal responses. Show thoughtful consideration of how contexts shape texts and responses to texts. Examine detailed comparisons between texts.
	b	
	c	
	d	
6	a	Students can: Sustain a coherent and engaged response to explicit and implicit meanings of texts. Explore the ways in which writers use language, form and structure. Subject terminology is used effectively to inform responses to texts. Carefully selected textual references develop responses. Show a clear understanding of how contexts shape texts and responses to texts. Explain informed comparisons between texts.
	b	
	c	
	d	
5	a	Students can: Develop a generally coherent and engaged response to explicit and implicit meanings of texts. Develop a clear understanding of the ways in which writers use language, form and structure. Use subject terminology relevantly to support responses to texts. Use apt textual references to support responses. Use understanding of contexts to inform responses to texts. Make credible comparisons between texts.
	b	
	c	
	d	
4	a	Students can: Develop a relevant and explained response to explicit and implicit meanings of texts. Explain their understanding of the ways in which writers use language, form and structure with some relevant use of subject terminology. Use some textual references to support responses. Show some understanding of how contexts can inform responses to texts. Make specific comparisons between texts.
	b	
	c	
	d	
3	a	Students can: Offer relevant comments about implicit and explicit meanings of texts. Show understanding of aspects of language, form or structure with some reference to subject terminology. Make clear references to obvious details of texts. Show understanding that texts are related to contexts. Make clear links between texts.
	b	
	c	
	d	
2	a	Students can: Make straightforward comments about explicit meanings of texts. Describe straightforward aspects of language, form or structure. Make general references to obvious details of texts. Show awareness that texts are related to contexts. Make basic links between texts.
	b	
	c	
	d	
1	a	Students can: Make simple comments about explicit meanings of texts. Mention simple aspects of language, form or structure. Make basic references to obvious details of texts. Make basic comments that texts are related to contexts. Make a general comment about links between texts.
	b	
	c	
	d	
S	a	Students may: Fail to make comments about explicit meanings of texts. Fail to respond to straightforward aspects of language, form or structure. Fail to make references to obvious details of texts. Fail to show awareness that texts are related to contexts. Fail to make links between texts.
	b	
	c	
	d	