

### Y11 Pathway 8

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds astutely to tasks in a highly sophisticated, rigorous and personal way.</li> <li>2. Substantiates opinions and ideas with a finely selected and subtle range of references supporting and developing the concepts being examined perfectly.</li> <li>3. Is able to identify the full range of the writer's methods with unerring accuracy in a way that demonstrates a deep appreciation of the writer's intentions and skill.</li> <li>4. Offers astonishingly sophisticated, rich, comprehensive evaluations of the writer's methods; evidence of a wealth of broader literary appreciation.</li> <li>5. Offers deeply personal, highly sophisticated and subtle (even unorthodox) comparisons between texts that enhance our appreciation of both texts and demonstrate a profound understanding of literature in a wider context.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are rich and exacting, revealing an enviable depth of knowledge that is applied with flair and subtlety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a wide range of punctuation with great precision to control and shape meanings in original and compelling ways.</li> <li>2. Employs highly ambitious vocabulary with skill and flair to communicate ideas in a subtle and sophisticated way that creates depth of meaning and enriches the reader's experience.</li> <li>3. Is confident and assured when using a wide range of imaginative linguistic methods with flair and subtlety to make writing utterly captivating and inspiring.</li> <li>4. Uses a wide and varied range of sentence structures with flair to create compelling, sophisticated and precise effects.</li> <li>5. Spells perfectly.</li> <li>6. Makes extensive use of highly sophisticated structural choices with flair and originality that are completely successful.</li> <li>7. Matches style and register to audience and purpose in an utterly convincing manner that reveals a deep knowledge of how writers manipulate language whilst demonstrating great skill and flair in doing so.</li> </ol>

### Y11 Pathway 7 (Y10 Pathway 8)

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds precisely to tasks in a conceptual, critical and exploratory manner.</li> <li>2. Substantiates critical opinions and thoughts with a precise and discerning range of references.</li> <li>3. Is able to identify the full range of a writer's methods accurately, confidently and with great insight.</li> <li>4. Offers unequivocally perceptive, detailed and profound evaluations of the writer's methods.</li> <li>5. Offers critical and illuminating comparisons between texts that enable a deeper appreciation of both texts.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are detailed, perceptive and profound.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a full range of punctuation accurately to convey subtle effects.</li> <li>2. Employs ambitious vocabulary in an extensive and precise manner.</li> <li>3. Is confident when using a wide range of linguistic methods confidently to make writing compelling and engaging.</li> <li>4. Uses a wide and varied range of sentence structures with imagination, subtlety and purpose.</li> <li>5. Spells virtually without error even when using highly complicated and ambitious language.</li> <li>6. Makes consistent use of sophisticated structural choices with imagination and purpose that have a high degree of success.</li> <li>7. Assuredly matches style and register to audience and purpose in an assured and compelling way that reveals a full appreciation of how writers manipulate language whilst demonstrating an assured skill in doing so.</li> </ol>

**Y11 Pathway 6 (Y10 Pathway 7; Y9 Pathway 8)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds confidently to tasks in a manner that is thorough, focused and somewhat profound.</li> <li>2. Substantiates opinions and ideas with a judicious and illuminating range of references.</li> <li>3. Is able to identify a range of the writer's methods with accuracy in a way that is highly pertinent to the ideas being addressed.</li> <li>4. Offers deeply analytical, well-developed and thoughtful evaluations of the writer's methods.</li> <li>5. Offers assured and well-developed comparisons between texts that enhance our appreciation of both texts.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are thorough and well-developed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a wide range of punctuation skilfully to control sentences and create effects.</li> <li>2. Employs some ambitious vocabulary with thought and sensitivity to communicate meaning in a precise, creative and evocative way.</li> <li>3. Is capable of using a range of imaginative linguistic methods to make writing convincing and inventive.</li> <li>4. Uses a range of sentence structures with conviction to create particular and subtle effects.</li> <li>5. Spells with only rare errors, mostly when using highly complicated and ambitious vocabulary.</li> <li>6. Makes coherent structural choices throughout that demonstrate forethought and conviction in shaping the writing successfully.</li> <li>7. Matches style and register to audience and purpose in a consistently coherent and creative way that reveals a full understanding of how writers manipulate language whilst demonstrating some originality in doing so.</li> </ol>

**Y11 Pathway 5 (Y10 Pathway 6; Y9 Pathway 7; Y8 Pathway 8)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds with clarity to tasks in a specific, insightful and sustained manner.</li> <li>2. Substantiates opinions and ideas with pertinent and specific references.</li> <li>3. Is able to identify some of the writer's methods accurately in a way that meaningfully relates to the task</li> <li>4. Demonstrates a definitive analytical approach by offering specific evaluations of the writer's methods.</li> <li>5. Offers clear, developed and credible comparisons between texts.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are clear, credible and relevant.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses a wide range of punctuation with increasing accuracy to purposely control sentences.</li> <li>2. Employs imaginative and carefully chosen vocabulary with consistency.</li> <li>3. Is capable of using a range of imaginative linguistic methods to make writing more interesting and original.</li> <li>4. Uses a range of sentence structures with purpose to create effects.</li> <li>5. Spells with only some errors that are common with highly complicated and ambitious language.</li> <li>6. Makes deliberate structural choices throughout to consciously shape the writing that are mostly successful.</li> <li>7. Matches style and register to audience and purpose coherently and purposefully that reveals a clear understanding of the way language can be manipulated and demonstrates a developed facility in doing so.</li> </ol>

**Y11 Pathway 4 (Y10 Pathway 5; Y9 Pathway 6; Y8 Pathway 7; Year 7 Pathway 8)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds to tasks in a relevant, developed way with sound explanations.</li> <li>2. Substantiates responses with appropriate and well-chosen references.</li> <li>3. Is able to identify some of the writer's methods in a way that is meaningful to the task albeit inconsistently.</li> <li>4. Attempts to respond analytically by offering some specific evaluation of the writer's methods.</li> <li>5. Offers interesting and relevant comparisons between texts.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are simple and straightforward but robust and appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses punctuation effectively to control sentences with a sense of purpose and few inconsistencies.</li> <li>2. Employs high-level vocabulary in a conscious attempt to enliven writing.</li> <li>3. Is capable of employing a range of linguistic methods for effect.</li> <li>4. Uses varied sentence forms successfully.</li> <li>5. Spells with very few errors, which are more likely to occur when using more challenging language.</li> <li>6. Makes consistent structural choices to gives the writing logic and clarity.</li> <li>7. Matches style and register to audience and purpose in a sustained and somewhat inventive way that reveals a secure awareness of how writers can manipulate language and demonstrates the ability to do this effectively.</li> </ol>

**Y11 Pathway 3 (Y10 Pathway 4; Y9 Pathway 5; Y8 Pathway 6; Year 7 Pathway 7)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds to tasks in a way that demonstrates secure understanding and some insight.</li> <li>2. Substantiates responses with relevant references.</li> <li>3. Is aware of the writer employing methods and uses some subject terminology.</li> <li>4. Explains methods in some detail but tends to be descriptive about content rather than always evaluating analytically.</li> <li>5. Offers comparisons between texts that are deliberate and meaningful.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that may be general but are deliberate and somewhat relevant.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses punctuation consistently to control sentences meaningfully despite some errors.</li> <li>2. Employs some high-level vocabulary that is successful and pertinent.</li> <li>3. Employs a variety of linguistic methods to contribute in some purposeful way to the reader's experience.</li> <li>4. Uses a basic variety of sentences types.</li> <li>5. Spells with occasional errors, particularly with more challenging language or commonly misspelled words.</li> <li>6. Makes an effort to use a range of devices to organise the writing with consistency and purpose.</li> <li>7. Matches style and register to audience and purpose in a sustained though prosaic way that reveals some awareness that writers can manipulate language but only occasionally demonstrates the ability to do this.</li> </ol>

**Y11 Pathway 2 (Y10 Pathway 3; Y9 Pathway 4; Y8 Pathway 5; Year 7 Pathway 6)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds to tasks in a way that demonstrates a somewhat secure understanding and awareness of implied meaning.</li> <li>2. Uses some well-chosen references to support responses.</li> <li>3. Offers an implied sense that the writer is crafting the text and is aware of methods even if subject terminology is used inaccurately at times.</li> <li>4. Explains quotes and references in a mostly descriptive and developed way.</li> <li>5. Offers comparisons between texts that are in some way meaningful.</li> <li>6. Forms links between the meaning of the text and the contexts which apply to it that are general or implied.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses punctuation consistently to control sentences with developing accuracy.</li> <li>2. Attempts to use some high-level vocabulary with regularity and purpose.</li> <li>3. Employs some linguistic methods to contribute in some purposeful way to the reader's experience.</li> <li>4. Consciously varies sentence forms for effect if not always successfully.</li> <li>5. Spells with occasional errors although simple language is mostly correct.</li> <li>6. Makes an effort to use a range of devices to organise the writing with a developing degree of consistency and purpose.</li> <li>7. Matches style and register to audience and purpose in a straightforward way that reveals a superficial awareness that writers can manipulate language although only demonstrating this in a rudimentary way.</li> </ol>

**Y11 Pathway 1 (Y10 Pathway 2; Y9 Pathway 3; Y8 Pathway 4; Year 7 Pathway 5)**

Reading	Writing
<ol style="list-style-type: none"> <li>1. Responds to tasks in a way that demonstrates some understanding, with developing clarity</li> <li>2. Refers directly and sensibly to the text in order to support responses.</li> <li>3. Shows awareness that the writer consciously shapes the text with sparse use of subject terminology.</li> <li>4. Explains the text in a straightforward way and explains textual details coherently.</li> <li>5. Attempts to compare texts in a rudimentary but plausible way.</li> <li>6. Forms links between the meaning of the text and the contexts that apply to it in some way though these may be undeveloped.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses basic punctuation with some success.</li> <li>2. Chooses vocabulary carefully to express ideas more creatively and coherently.</li> <li>3. Employs basic linguistic methods with some sense of purpose.</li> <li>4. Varies sentence forms with developing skill and intent.</li> <li>5. Spells with some errors.</li> <li>6. Makes an effort to use some devices to organise the writing effectively.</li> <li>7. Matches style and register to audience and purpose in a simple way that mimics approximately the way a more experienced writer might manipulate language.</li> </ol>

**Y10 Pathway 1 (Y9 Pathway 2; Y8 Pathway 3; Year 7 Pathway 4)**

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to tasks in a way that demonstrates a basic understanding.</li><li>2. Refers directly to the text in a way that somehow relates to the task.</li><li>3. Demonstrates a limited or implied awareness that the writer consciously shapes the text.</li><li>4. Explains the basic meaning of textual details with some degree of independent thought.</li><li>5. Attempts to make links between texts that are somewhat plausible.</li><li>6. Attempts in a limited way to form links between the meaning of the text and the contexts that apply to it although these are not always relevant.</li></ol>	<ol style="list-style-type: none"><li>1. Uses basic punctuation though errors are in evidence.</li><li>2. Attempts to choose vocabulary with care throughout.</li><li>3. Employs basic linguistic methods with developing success.</li><li>4. Sometimes varies sentence forms with developing skill and intent.</li><li>5. Spells simple language correctly.</li><li>6. Makes use of the most basic structural devices throughout the writing, sometimes with purpose.</li><li>7. Attempts to match style and register to audience and purpose that is partly successful.</li></ol>

**Y9 Pathway 1(Y8 Pathway 2; Year 7 Pathway 3)**

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to tasks in a way that demonstrates a limited understanding.</li><li>2. Limited references are used despite the fact that they may lack relevance.</li><li>3. Shows an awareness of meaning being shaped.</li><li>4. Explains the text through a sensible paraphrasing of basic content.</li><li>5. Makes a limited attempt at linking texts.</li><li>6. Attempts in a limited way to form links between the meaning of the text and the contexts that apply to it although these may be vague or irrelevant.</li></ol>	<ol style="list-style-type: none"><li>1. Uses basic punctuation though errors are regular.</li><li>2. Attempts to choose vocabulary with care though this is inconsistent.</li><li>3. Attempts to craft language in some way that is successful.</li><li>4. Uses a handful of sentence forms if only mechanically.</li><li>5. Spells most simple language correctly.</li><li>6. Makes use of the most basic structural devices throughout the writing albeit mechanically.</li><li>7. Attempts to match style and register to audience and purpose that is occasionally successful.</li></ol>

### Y8 Pathway 1 (Year 7 Pathway 2)

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to tasks in a way that demonstrates some grasp of the content.</li><li>2. Limited references are used whether relevant or not.</li><li>3. Implies that meaning is being shaped somehow.</li><li>4. Reiterates basic meaning.</li><li>5. Shows an awareness of links being needed though these are not coherent.</li><li>6. Implies some knowledge of context in relation to the texts being studied.</li></ol>	<ol style="list-style-type: none"><li>1. Attempts to use basic punctuation throughout.</li><li>2. Attempts some variety in word choice throughout.</li><li>3. Attempts to craft language in any way.</li><li>4. Uses more than one sentence form.</li><li>5. Spells successfully enough so that meaning is not impaired.</li><li>6. Makes use of any structural device albeit without shaping the writing in any significant way.</li><li>7. Shows an awareness that style and register might be important in the choices a writer makes.</li></ol>

### Year 7 Pathway 1

Reading	Writing
<ol style="list-style-type: none"><li>1. Responds to the task in some way.</li><li>2. Relates the response in any way to the text.</li><li>3. Attempts to discuss basic textual details.</li><li>4. Attempts to explain basic ideas in the text.</li><li>5. Uses a comparative connective to link two texts together.</li><li>6. Implies any knowledge of the background to the text.</li></ol>	<ol style="list-style-type: none"><li>1. Attempts to use basic punctuation are sparse.</li><li>2. Attempts some variety in word choice though this is inconsistent.</li><li>3. Limited attempts to use language in less ordinary ways.</li><li>4. Demonstrates some intent to shape sentences.</li><li>5. Spells simple language accurately some of the time.</li><li>6. Makes any effort to organise the writing.</li><li>7. Shows even a limited sense that style and register should be considered.</li></ol>