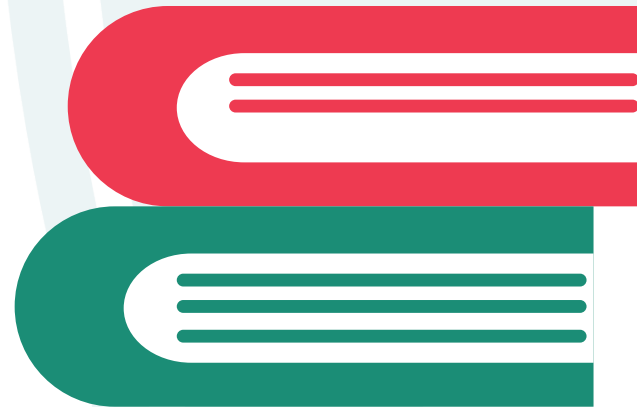




Harrow Way
Community School
Learning for life, success for all



KS3 End Points

ENGLISH

7	Skill	Bronze	Silver	Gold	Platinum
R E A D I N G	Retrieve	Struggles to identify relevant information in texts; struggles to read purposefully.	Can read short passages of text with some purpose to find relevant information.	Can read longer passages of text purposefully to select relevant information.	Can read longer passages of text independently to select and synthesise a range of relevant information.
	Analyse	Is not always able to comment on the effects of writers' language choices. Struggles to annotate texts accurately	Gives some accurate comments on the effects of writers' language choices. Is able to make some simple annotations on a passage of text.	Gives accurate comments on the effects of writers' language choices. Can annotate texts with some independence and showing some development of thought.	Offers some insightful comments on the effects of writer's language choices. Can annotate texts with growing independence and increasingly developed thought.
	Evaluate	Can sometimes express a simple opinion of a text, but communication of ideas is limited.	Can form and articulate an opinion on some aspects of a text.	Can form and articulate an opinion on some aspects of a text, with increasing confidence. Is beginning to consider the purpose and value of texts.	Can form and articulate an opinion on a range of aspects of a text and is starting to be able to defend a viewpoint on a text. Can reflect on the purpose and value of texts.
C r e a t i v e W R I T	Storytelling	Can sometimes tell a basic story, but knowledge of story structure is limited.	Plans and writes a simple story following a simple plot sequence.	Plans and writes an interesting story, showing a developing awareness of form and genre.	Plans and writes an interesting and engaging story, showing awareness of form and genre.
	Characterization	Can sometimes create a basic character. Is not yet able to use appearance, behaviour, voice and backstory when designing characters.	Can create a reasonably interesting character. Shows awareness of the importance of appearance, behaviour, voice and backstory when designing characters.	Can create interesting characters. Is developing confidence in how to use appearance, behaviour, voice and backstory when designing characters.	Can create interesting and believable characters. Is mostly confident in how to use appearance, behaviour, voice and backstory when designing characters.
	Imagery and Description	Has limited command of descriptive vocabulary.	Can use some well-chosen adjectives, verbs and adverbs effectively to describe people, places and objects.	Can use descriptive vocabulary and figurative language techniques, such as simile and metaphor, to engage readers.	Can use a good range of vivid vocabulary and figurative language techniques to engage readers.
	Tension	Is not yet able to recognize the ways that writers create tension in stories; can perhaps show a basic sense of fear or mystery in creative writing.	Can recognise some of the ways that writers create tension in stories, and show understanding of this in creative writing.	Can create sequences of writing in which a feeling of tension is built throughout.	Can create sequences of writing in which a feeling of tension is built throughout, using a range of strategies – perhaps creating a genuine sense of surprise.
	Mood and Atmosphere	Can perhaps select a simple group of words to indicate a mood or feeling, but struggles to maintain this	Can sometimes use well-chosen words and phrases to communicate an overall feeling, emotion, or tone in writing.	Can use well-chosen words and phrases to communicate an overall feeling, emotion or tone in writing.	Can use a secure range of words and phrases to communicate an overall feeling, emotion or tone in writing, which is starting to demonstrate some originality.
	Dialogue	Can perhaps use some direct speech in creative writing pieces, but formatting and punctuation of speech is not secure.	Can sometimes use direct speech well and is starting to use indirect speech for effect in creative writing. Can format and punctuate direct and indirect speech correctly most of the time.	Can use direct and indirect speech accurately and for effect when crafting characters in creative writing. Can format and punctuate direct and indirect speech correctly.	Can use direct and indirect speech confidently for effect when crafting characters in creative writing. Can format and punctuate direct and indirect speech correctly.

7	Skill	Bronze	Silver	Gold	Platinum
I N G	Technical accuracy	Written communication lacks fluency; grammar and punctuation is not accurate. Sentence variety and paragraphing is still emerging.	Can mostly write accurately, with a reasonable standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is developing.	Can write clearly, with an increasing standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is controlled.	Can write fluently, with a good standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is controlled and used for some stylistic effects.
	Overview	Can give a partial description of a text, though this may be unclear or inaccurate.	Can begin to describe a text and can attempt a summary, but this is often inaccurate.	Can perhaps offer a simple description of a study text, but is not yet able to summarize accurately.	Can write a simple, accurate summary of a study text at the beginning of an essay.
A C A D E M I C	Evidence	Can make basic references to the text, though these may be general, unclear, or not clearly linked to ideas.	Can use simple references to the text and is beginning to select relevant examples, but does not show understanding of how to use quotations.	Can offer simple references to story and character as evidence to support points, but does not yet use quotations effectively.	Can use appropriate, well-chosen quotations from the text to support points.
	Tracking the Text	Can show some awareness of events in a text, though references may be unclear, mixed up, or not sequenced accurately.	Can show some awareness of the text's structure by referring to different parts (beginning, middle, end), though connections are not always clear or accurate.	Can refer to events or examples from the beginning, middle, and end of a study text; however, accuracy may not be secure.	Is able to make points which span the length of the study text, i.e. beginning, middle, and end. Can accurately contextualise points by 'telling the story of the study text within the essay.
	Focus and Direction	Can show a basic awareness of the task or question, though writing may be unclear, unfocused, or not clearly linked to it. Can organise ideas in a simple way, though structure may be loose or difficult to follow.	Can show some awareness of the essay question, but focus is inconsistent and ideas included may be irrelevant to the main argument.	May struggle to stay focused on an essay question; points and discussion may drift away from the main focus of the task.	Is able to produce writing which regularly refers back to the essay question.
W R I T I N G	Features of Form	Can use a few simple features of the chosen form, though these may be limited, unclear, or not always appropriate.	Can use some features of the chosen form, though application is inconsistent and not always appropriate.	Can frequently use appropriate features of the form in transactional writing. Frequency is developing.	Can consistently use appropriate features of the form in transactional writing. The use of features of form are reliable.
	Clarity of Intent	Can communicate a simple idea or viewpoint, though this may be unclear or only partly developed.	Can show some sense of purpose and viewpoint, though this is not clearly sustained.	Can show limited clarity of purpose and may drift away from the main idea.	Can convey a clear purpose and generally stays relevant to the task.
T R A					

7	Skill	Bronze	Silver	Gold	Platinum
N S A C T I O N A L W R I T I N G		Can organise writing in a basic way, though ideas may be disconnected or lack clear direction.	Can attempt to organise ideas, though structure is uneven and justification is underdeveloped.	<p>Can attempt to present a viewpoint, but justification is weak or underdeveloped.</p> <p>Can loosely organise ideas, with inconsistent focus on the task.</p> <p>Structure may lack direction, making it difficult to follow a clear argument.</p>	<p>Can provide convincing examples or evidence to support a viewpoint.</p> <p>Can give regular reference to the main focus/question, though not always sustained.</p> <p>Can organise ideas logically, with a clear overall direction.</p>
	Register	Can show basic awareness of audience, purpose and form, though register is often inconsistent or inappropriate.	Can show some awareness of audience, purpose and form, though register is not always consistent or suitable.	<p>Can frequently use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is developing.</p>	<p>Can consistently use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is reliable.</p>
	Rhetorical Devices	Can use a small number of simple rhetorical techniques (e.g. a question or exclamation), though these may be used awkwardly or without clear purpose.	Can attempt to use simple rhetorical techniques (e.g. rhetorical questions, repetition), showing emerging awareness of audience engagement, though impact is limited.	<p>Can make basic attempts to engage the audience, though impact is limited.</p> <p>Can use simple descriptive or emotive vocabulary, but effects are not always successful.</p> <p>May include basic rhetorical features (e.g. questions, exclamations), though these can feel forced or inconsistent.</p> <p>Can use a limited range of strategies to make the audience feel included or personally addressed.</p>	<p>Can use clear strategies to engage and include the audience (e.g. direct address, personal pronouns).</p> <p>Can employ appropriate emotive and descriptive language to create a basic emotional response.</p> <p>Can use rhetorical features with purpose (e.g. rhetorical questions, repetition) to enhance meaning.</p> <p>Can begin to use a range of imagery and vocabulary to make writing more vivid and engaging.</p>

8	Skill	Bronze	Silver	Gold	Platinum
R E A D I N G	Retrieve	Can read short passages of text with some purpose to find relevant information.	Can read longer passages of text purposefully to select relevant information.	Can read longer passages of text independently to select and synthesise a range of relevant information.	Can read extended texts independently to select and synthesise a wide range of relevant information.
	Analyse	Gives some accurate comments on the effects of writers' language choices. Is able to make some simple annotations on a passage of text.	Gives accurate comments on the effects of writers' language choices. Can annotate texts with some independence and showing some development of thought.	Offers some insightful comments on the effects of writer's language choices. Can annotate texts with growing independence and increasingly developed thought.	Offers insightful and some sophisticated comments on writers' language choices. Can annotate texts with independence and developed thought.
	Evaluate	Can form and articulate an opinion on some aspects of a text.	Can form and articulate an opinion on some aspects of a text, with increasing confidence. Is beginning to consider the purpose and value of texts.	Can form and articulate an opinion on a range of aspects of a text and is starting to be able to defend a viewpoint on a text. Can reflect on the purpose and value of texts.	Can form and articulate an opinion on a range of aspects of a text and is able to defend a viewpoint on a text. Can offer some evaluative reflections on the purpose and value of texts.
	Compare	Can identify similarities and differences between texts. Can follow a scaffold to write about limited similarities and differences.	Can make basic comments on similarities and differences between texts. Can plan and write a basic comparative essay with support and basic arguments.	Can make simple comments on similarities and differences between texts. Can plan and write a simple comparative essay with support and a simple argument.	Can make clear and interesting comments on similarities and differences between texts. Can plan and write comparative essays with some independence and with clear arguments.
W R I T I N G	Storytelling	Plans and writes a simple story following a simple plot sequence.	Plans and writes an interesting story, showing a developing awareness of form and genre.	Plans and writes an interesting and engaging story, showing awareness of form and genre.	Plans and writes an imaginative story, showing an increased confidence of form and genre.
	Characterization	Can create a reasonably interesting character. Shows awareness of the importance of appearance, behaviour, voice and backstory when designing characters.	Can create interesting characters. Is developing confidence in how to use appearance, behaviour, voice and backstory when designing characters.	Can create interesting and believable characters. Is mostly confident in how to use appearance, behaviour, voice and backstory when designing characters.	Can create increasingly complex, interesting and believable characters. Is confident in how to use appearance, behaviour, voice and backstory when designing characters and is also able to reveal character motivation and emotion.
	Imagery and Description	Can use some well-chosen adjectives, verbs and adverbs effectively to describe people, places and objects.	Can use descriptive vocabulary and figurative language techniques, such as simile and metaphor, to engage readers.	Can use a good range of vivid vocabulary and figurative language techniques that go beyond simile and metaphor to engage readers.	Can use a wide range of vivid vocabulary and effective figurative language techniques to engage and sustain readers.
	Tension	Can recognise some of the ways that writers create tension in stories, and can show understanding of this in creative writing.	Can create sequences of writing in which a feeling of tension is built throughout.	Can create sequences of writing in which a feeling of tension is built throughout, using a range of strategies – perhaps creating a genuine sense of surprise.	Can create sequences of writing in which a feeling of tension is built and then sustained throughout, using a wide range of strategies that does create a genuine sense of surprise.
	Mood and Atmosphere	Can sometimes use well-chosen words and phrases to communicate an overall feeling, emotion, or tone in writing.	Can use well-chosen words and phrases to communicate an overall feeling, emotion or tone in writing.	Can use a secure range of words and phrases to communicate an overall feeling, emotion or tone in writing, which is starting to demonstrate some originality.	Can use a secure and wide range of words and phrases to communicate an overall feeling, emotion or tone in writing, which demonstrates originality.

8	Skill	Bronze	Silver	Gold	Platinum
	Dialogue	<p>Can sometimes use direct speech well and is starting to use indirect speech for effect in creative writing.</p> <p>Can format and punctuate direct speech correctly most of the time.</p>	<p>Can use direct and indirect speech accurately and for effect when crafting characters in creative writing.</p> <p>Can format and punctuate direct and indirect speech correctly.</p>	<p>Can use direct and indirect speech confidently for effect when crafting characters in creative writing.</p> <p>Can format and punctuate direct and indirect speech correctly.</p>	<p>Can use direct and indirect speech confidently for effect when crafting characters and is starting to use it to advance the narrative in creative writing.</p> <p>Can format and punctuate direct and indirect speech with control.</p>
	Technical accuracy	<p>Can mostly write accurately, with a reasonable standard of accuracy in grammar and punctuation.</p> <p>Sentence variety and paragraphing is developing.</p>	<p>Can write clearly, with an increasing standard of accuracy in grammar and punctuation.</p> <p>Sentence variety and paragraphing is controlled.</p>	<p>Can write fluently, with a good standard of accuracy in grammar and punctuation.</p> <p>Sentence variety and paragraphing is controlled and used for some stylistic effects.</p>	<p>Can write fluently, with a precise standard of accuracy in grammar and punctuation.</p> <p>Sentence variety and paragraphing is becoming stylistically effective.</p>
A C A D E M I C W R I T I N G	Overview	<p>Can begin to describe a text and attempts a summary, but this is often inaccurate.</p>	<p>Can perhaps offer a simple description of a study text, but is not yet able to summarize accurately.</p>	<p>Can write a simple, accurate summary of a study text at the beginning of an essay.</p>	<p>Can write a concise and accurate summary of study text at the beginning of an essay.</p> <p>Can maintain some awareness of the wider text, including themes and narrative, throughout an essay.</p>
	Evidence	<p>Can use simple references to the text and is beginning to select relevant examples, but does not show understanding of how to use quotations.</p>	<p>Can offer simple references to story and character as evidence to support points, but does not yet use quotations effectively.</p>	<p>Can use appropriate, well-chosen quotations from the text to support points.</p>	<p>Can use a mixture of well-chosen quotations and close references to support discussion within an essay.</p> <p>Can embed quotations accurately into sentences.</p>
	Tracking the Text	<p>Can show some awareness of the text's structure by referring to different parts (beginning, middle, end), though connections are not always clear or accurate.</p>	<p>Can refer to events or examples from the beginning, middle, and end of a study text; however, accuracy may not be secure.</p>	<p>Is able to make points which span the length of the study text, i.e. beginning, middle, and end.</p> <p>Can accurately contextualise points by 'telling the story' of the study text within the essay.</p>	<p>Can accurately convey the narrative or sequential progression of a study text while writing about it.</p> <p>Can contextualise points and quotations by locating them in the wider narrative or sequential progression of the text.</p>
	Focus and Direction	<p>Can show some awareness of the essay question, but focus is inconsistent and ideas included may be irrelevant to the main argument.</p>	<p>May struggle to stay focused on an essay question; points and discussion may drift away from the main focus of the task.</p>	<p>Is able to produce writing which regularly refers back to the essay question.</p>	<p>Maintains an awareness of the essay question throughout a piece of writing; frequently refers back to the question.</p>

8	Skill	Bronze	Silver	Gold	Platinum
TRANSACTIONAL WRITING	Features of Form	Can use some features of the chosen form, though application is inconsistent and not always appropriate.	Can frequently use appropriate features of the form in transactional writing. Frequency is developing.	Can consistently use appropriate features of the form in transactional writing. The use of features of form are reliable.	Can almost always use appropriate features of the form accurately in transactional writing. The use of features of form are reliable and accurate.
	Clarity of Intent	Can show some sense of purpose and viewpoint, though this is not clearly sustained. Can attempt to organise ideas, though structure is uneven and justification is underdeveloped.	Can show limited clarity of purpose and may drift away from the main idea. Can attempt to present a viewpoint, but justification is weak or underdeveloped. Can loosely organise ideas, with inconsistent focus on the task. Structure may lack direction, making it difficult to follow a clear argument.	Can convey a clear purpose and generally stays relevant to the task. Can provide convincing examples or evidence to support a viewpoint. Can give regular reference to the main focus/question, though not always sustained. Can organise ideas logically, with a clear overall direction.	Can consistently create a clear and purposeful argument. Can use a range of evidence (including facts/data) to justify ideas effectively. Can maintain strong and consistent focus, frequently linking back to the central aim. Can structure writing coherently and purposefully, guiding the reader clearly through the argument.
	Register	Can show some awareness of audience and purpose, though register is not always consistent or suitable.	Can frequently use an appropriate register for the form, purpose and audience of the transactional writing. Register is developing.	Can consistently use an appropriate register for the form, purpose and audience of the transactional writing. Register is reliable.	Can almost always use an appropriate register for the form, purpose and audience of the transactional writing. Register is reliable and convincing.
	Rhetorical Devices	Can attempt to use simple rhetorical techniques (e.g. rhetorical questions, repetition), showing emerging awareness of audience engagement, though impact is limited.	Can make basic attempts to engage the audience, though impact is limited. Can use simple descriptive or emotive vocabulary, but effects are not always successful. May include basic rhetorical features (e.g. questions, exclamations), though these can feel forced or inconsistent. Can use a limited range of strategies to make the audience feel included or personally addressed.	Can use clear strategies to engage and include the audience (e.g. direct address, personal pronouns). Can employ appropriate emotive and descriptive language to create a basic emotional response. Can use rhetorical features with purpose (e.g. rhetorical questions, repetition) to enhance meaning. Can begin to use a range of imagery and vocabulary to make writing more vivid and engaging.	Can skilfully engage and involve the audience, sustaining interest throughout. Can use a wide range of vivid imagery and figurative language to enhance meaning and maintain engagement. Can select emotive language carefully to evoke a range of responses in the reader. Can apply rhetorical features confidently and effectively, clearly strengthening the argument or message.

9	Skill	Bronze	Silver	Gold	Platinum
R E A D I N G	Retrieve	Can read longer passages of text purposefully to select relevant information.	Can read longer passages of text independently to select and synthesise a range of relevant information.	Can read extended texts independently to select and synthesise a wide range of relevant information.	Can read extended and complex texts independently to select, synthesise and analyse a wide range of relevant information.
	Analyse	Gives accurate comments on the effects of writers' language choices. Can annotate texts with some independence and showing some development of thought.	Offers some insightful comments on the effects of writer's language choices. Can annotate texts with growing independence and increasingly developed thought.	Offers insightful and some sophisticated comments on writers' language choices. Can annotate texts with independence and developed thought.	Offers insightful, sophisticated and often original comments on writers' language choices. Can annotate texts with independence and original thought.
	Evaluate	Can form and articulate an opinion on some aspects of a text, with increasing confidence. Is beginning to consider the purpose and value of texts.	Can form and articulate an opinion on a range of aspects of a text and is starting to be able to defend a viewpoint on a text. Can reflect on the purpose and value of texts.	Can form and articulate an opinion on a range of aspects of a text and is able to defend a viewpoint on a text. Can offer some evaluative reflections on the purpose and value of texts.	Can form and articulate a confident opinion on a wide range of aspects of a text and is able to defend a viewpoint with some perception. Can offer evaluative reflections which are starting to show perceptive thought on the purpose and value of texts.
	Compare	Can make basic comments on similarities and differences between texts. Can plan and write a basic comparative essay with support and basic arguments.	Can make simple comments on similarities and differences between texts. Can plan and write a simple comparative essay with support and a simple argument.	Can make clear and interesting comments on similarities and differences between texts. Can plan and write comparative essays with some independence and with clear arguments.	Can make interesting and insightful comments on similarities and differences between texts. Can plan and write comparative essays independently and with strong arguments.
	Context	Can identify some of the wider influences on texts with support and can refer to some of these in an essay.	Can identify the wider influences on texts with some independence and can make simple comments on these in an essay.	Can identify the wider influences on texts with independence and can make secure comments on these in an essay.	Can identify the wider influences on texts with independence and can integrate interesting comments about these in a well developed essay.
C R E A T I V E W R	Storytelling	Plans and writes an interesting story, showing a developing awareness of form and genre.	Plans and writes an interesting and engaging story, showing awareness of form and genre.	Plans and writes an imaginative story, showing an increased confidence of form and genre.	Plans and writes a compelling and imaginative story that shows control of form and genre.
	Characterization	Can create interesting characters. Is developing confidence in how to use appearance, behaviour, voice and backstory when designing characters.	Can create interesting and believable characters. Is mostly confident in how to use appearance, behaviour, voice and backstory when designing characters.	Can create increasingly complex, interesting and believable characters. Is confident in how to use appearance, behaviour, voice and backstory when designing characters, their motivations and emotions.	Can create highly interesting, believable and nuanced characters. Is highly confident and skilled in how to use appearance, behaviour, voice and backstory when designing characters, their motivations and emotions.
	Imagery and Description	Can use descriptive vocabulary and figurative language techniques, such as simile and metaphor, to engage readers.	Can use a good range of vivid vocabulary and figurative language techniques that go beyond simile and metaphor to engage readers.	Can use a wide range of vivid vocabulary and effective figurative language techniques to engage and sustain readers.	Can use an imaginative range of vocabulary alongside sophisticated figurative language to engage readers.
	Tension	Can create sequences of writing in which a feeling of tension is built throughout.	Can create sequences of writing in which a feeling of tension is built throughout, using a range of strategies – perhaps creating a genuine sense of surprise.	Can create sequences of writing in which a feeling of tension is built and then sustained throughout, using a wide range of strategies that creates a genuine sense of surprise and other emotions for the reader.	Can create seamlessly structured sequences of writing in which a feeling of tension is sustained with flair throughout, using a confident range of strategies that creates a range of emotions for the reader.

9	Skill	Bronze	Silver	Gold	Platinum
I T I N G	Mood and Atmosphere	Can use well-chosen words and phrases to communicate an overall feeling, emotion or tone in writing.	Can use a secure range of words and phrases to communicate an overall feeling, emotion or tone in writing, which is starting to demonstrate some originality.	Can use a secure and wide range of words and phrases to communicate an overall feeling, emotion or tone in writing, which demonstrates originality.	Can use a sophisticated range of words and phrases to communicate an overall feeling, emotion or tone with originality and flair.
	Dialogue	Can use direct and indirect speech accurately and for effect when crafting characters in creative writing. Can format and punctuate direct and indirect speech correctly.	Can use direct and indirect speech confidently for effect when crafting characters in creative writing. Can format and punctuate direct and indirect speech correctly.	Can use direct and indirect speech confidently for effect when crafting characters and is starting to use it to advance the narrative in creative writing. Can format and punctuate direct and indirect speech with control.	Can integrate direct and indirect speech confidently and with flair to reveal character depth and advance the narrative in creative writing. Can format and punctuate direct and indirect speech with refined control.
	Technical Accuracy	Can write clearly, with an increasing standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is controlled.	Can write fluently, with a good standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is controlled and used for some stylistic effects.	Can write fluently, with a precise standard of accuracy in grammar and punctuation. Sentence variety and paragraphing is becoming stylistically effective.	Can write with exceptional fluency and with a precise control of grammar and punctuation. Sentence variety and paragraphing is stylish and sophisticated.
A C A D E M I C W R I T I N G	Overview	Can perhaps offer a simple description of a study text, but is not yet able to summarize accurately.	Can write a simple, accurate summary of a study text at the beginning of an essay.	Can write a concise and accurate summary of study text at the beginning of an essay. Can maintain some awareness of the wider text, including themes and narrative, throughout an essay.	Can confidently summarize plot, themes and characters. Maintains consistent awareness of the wider text, including themes and narrative, throughout an essay.
	Evidence	Can offer simple references to story and character as evidence to support points, but does not yet use quotations effectively.	Can use appropriate, well-chosen quotations from the text to support points.	Can use a mixture of well-chosen quotations and close references to support discussion within an essay. Can embed quotations accurately into sentences.	Can use a perceptive selection of quotations and close references to support discussion within an essay. Can incorporate quotations and references fluently into discussion.
	Tracking the Text	Can refer to events or examples from the beginning, middle, and end of a study text; however, accuracy may not be secure.	Is able to make points which span the length of the study text, i.e. beginning, middle, and end. Can accurately contextualise points by 'telling the story' of the study text within the essay.	Can accurately convey the narrative or sequential progression of a study text while writing about it. Can contextualise points and quotations by locating them in the wider narrative or sequential progression of the text.	Conveys the narrative or sequential progression of a study text fluently across an essay. Consistently contextualises points and quotations by locating them in the wider narrative or sequential progression of the text.
	Focus and Direction	May struggle to stay focused on an essay question; points and discussion may drift away from the main focus of the task.	Is able to produce writing which regularly refers back to the essay question.	Maintains an awareness of the essay question throughout a piece of writing; frequently refers back to the question.	Is consistently focused on the essay question throughout a piece of writing; produces writing which presents a thorough and perhaps original exploration of an essay question.

9	Skill	Bronze	Silver	Gold	Platinum
T R A N S A C T I O N A L W R I T I N G	Features of Form	<p>Can frequently use appropriate features of the form in transactional writing.</p> <p>Frequency is developing.</p>	<p>Can consistently use appropriate features of the form in transactional writing.</p> <p>The use of features of form are reliable.</p>	<p>Can almost always use appropriate features of the form accurately in transactional writing.</p> <p>The use of features of form are reliable and accurate.</p>	<p>Can always use appropriate features of the form accurately and effectively in transactional writing.</p> <p>The use of features of form are fully secure and effective.</p>
	Clarity of intent	<p>Can show limited clarity of purpose and may drift away from the main idea.</p> <p>Can attempt to present a viewpoint, but justification is weak or underdeveloped.</p> <p>Can loosely organise ideas, with inconsistent focus on the task.</p> <p>Structure may lack direction, making it difficult to follow a clear argument.</p>	<p>Can convey a clear purpose and generally stays relevant to the task.</p> <p>Can provide convincing examples or evidence to support a viewpoint.</p> <p>Can give regular reference to the main focus/question, though not always sustained.</p> <p>Can organise ideas logically, with a clear overall direction.</p>	<p>Can consistently create a clear and purposeful argument.</p> <p>Can use a range of evidence (including facts/data) to justify ideas effectively.</p> <p>Can maintain strong and consistent focus, frequently linking back to the central aim.</p> <p>Can structure writing coherently and purposefully, guiding the reader clearly through the argument.</p>	<p>Can demonstrate a sophisticated and nuanced sense of purpose, sustained throughout.</p> <p>Can construct a complex, well-justified argument using well-researched and precise evidence.</p> <p>Can maintain sharp, unwavering focus, often exploring the task in depth or with originality.</p> <p>Can create a structure that is highly controlled, cohesive, and purposeful, enhancing persuasion and clarity.</p>
	Register	<p>Can frequently use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is developing.</p>	<p>Can consistently use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is reliable.</p>	<p>Can almost always use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is reliable and convincing.</p>	<p>Can always use an appropriate register for the form, purpose and audience of the transactional writing.</p> <p>Register is convincing and perceptive.</p>
	Rhetorical Devices	<p>Can make basic attempts to engage the audience, though impact is limited.</p> <p>Can use simple descriptive or emotive vocabulary, but effects are not always successful.</p> <p>May include basic rhetorical features (e.g. questions, exclamations), though these can feel forced or inconsistent.</p> <p>Can use a limited range of strategies to make the audience feel included or personally addressed.</p>	<p>Can use clear strategies to engage and include the audience (e.g. direct address, personal pronouns).</p> <p>Can employ appropriate emotive and descriptive language to create a basic emotional response.</p> <p>Can use rhetorical features with purpose (e.g. rhetorical questions, repetition) to enhance meaning.</p> <p>Can begin to use a range of imagery and vocabulary to make writing more vivid and engaging.</p>	<p>Can skilfully engage and involve the audience, sustaining interest throughout.</p> <p>Can use a wide range of vivid imagery and figurative language to enhance meaning and maintain engagement.</p> <p>Can select emotive language carefully to evoke a range of responses in the reader.</p> <p>Can apply rhetorical features confidently and effectively, clearly strengthening the argument or message.</p>	<p>Can manipulate and engage the audience with precision, using inclusivity strategically to influence viewpoint.</p> <p>Can use imaginative, sophisticated imagery and figurative language to create lasting impact.</p> <p>Can deploy emotive language subtly and powerfully, shaping complex audience responses.</p> <p>Can use rhetorical features with originality and flair, fully integrated to enhance persuasion and meaning.</p>

7	Skill	Bronze	Silver	Gold	Platinum
L I T E R A C Y	Spelling	Can spell some common words , though errors are frequent , including in familiar vocabulary.	Can spell most common words correctly , though errors occur in more complex vocabulary.	Can spell a wide range of words accurately , including some ambitious vocabulary.	Can spell ambitious and subject-specific vocabulary accurately .
	Punctuation	Can use basic punctuation (capital letters, full stops), though errors are frequent and may affect clarity .	Can use basic punctuation mostly accurately (capital letters, full stops, commas, apostrophes), with some errors.	Can use punctuation accurately , including commas and apostrophes, with occasional errors .	Can use a range of punctuation accurately and sometimes for effect (e.g. colons, semi-colons, dashes).
	Grammar	Can write in simple or incomplete sentences , though these may be repetitive or unclear .	Can write using simple and some varied sentence structures , though control may be inconsistent.	Can use a range of sentence structures (simple, compound, complex) with growing control .	Can use a wide range of sentence structures fluently , shaping meaning and clarity .
	Vocabulary	Can use simple vocabulary , though choices are often limited or repetitive .	Can use generally appropriate vocabulary , though choices may not always be precise.	Can use increasingly precise vocabulary to suit purpose and audience.	Can use precise vocabulary to shape tone and meaning.
	Communication	Can communicate meaning, though lack of accuracy may make ideas difficult to follow .	Can communicate meaning clearly, with errors that do not significantly affect understanding .	Can write with clarity and developing fluency , maintaining control across most of a piece.	Can write with consistent fluency and control , with few errors.

8	Skill	Bronze	Silver	Gold	Platinum
L I T E R A C Y	Spelling	Can spell most common words correctly , though errors occur in more complex vocabulary.	Can spell a wide range of words accurately , including some ambitious vocabulary.	Can spell ambitious and subject-specific vocabulary accurately .	Can spell complex and ambitious vocabulary consistently accurately .
	Punctuation	Can use basic punctuation mostly accurately (capital letters, full stops, commas, apostrophes), with some errors.	Can use punctuation accurately , including commas and apostrophes, with occasional errors .	Can use a range of punctuation accurately and sometimes for effect (e.g. colons, semi-colons, dashes).	Can use a full range of punctuation with control , enhancing clarity and style.
	Grammar	Can write using simple and some varied sentence structures , though control may be inconsistent.	Can use a range of sentence structures (simple, compound, complex) with growing control .	Can use a wide range of sentence structures fluently , shaping meaning and clarity .	Can manipulate sentence structures deliberately to control pace, emphasis, and flow .
	Vocabulary	Can use generally appropriate vocabulary , though choices may not always be precise.	Can use increasingly precise vocabulary to suit purpose and audience.	Can use precise vocabulary to shape tone and meaning.	Can use sophisticated and deliberate vocabulary choices to refine meaning.
	Communication	Can communicate meaning clearly, with errors that do not significantly affect understanding .	Can write with clarity and developing fluency , maintaining control across most of a piece.	Can write with consistent fluency and control , with few errors.	Can write with assured fluency , maintaining control across forms and purposes.

9	Skill	Bronze	Silver	Gold	Platinum
L I T E R A C Y	Spelling	Can spell a wide range of words accurately , including some ambitious vocabulary.	Can spell ambitious and subject-specific vocabulary accurately .	Can spell complex and ambitious vocabulary consistently accurately .	Can spell high-level and technical vocabulary with complete accuracy .
	Punctuation	Can use punctuation accurately , including commas and apostrophes, with occasional errors .	Can use a range of punctuation accurately and sometimes for effect (e.g. colons, semi-colons, dashes).	Can use a full range of punctuation with control , enhancing clarity and style.	Can use punctuation with sophistication and flexibility , enhancing rhythm, clarity, and effect .
	Grammar	Can use a range of sentence structures (simple, compound, complex) with growing control .	Can use a wide range of sentence structures fluently , shaping meaning and clarity .	Can manipulate sentence structures deliberately to control pace, emphasis, and flow .	Can craft writing with complete control of sentence structures , shaping meaning with precision and subtlety .
	Vocabulary	Can use increasingly precise vocabulary to suit purpose and audience.	Can use precise vocabulary to shape tone and meaning.	Can use sophisticated and deliberate vocabulary choices to refine meaning.	Can use highly sophisticated and nuanced vocabulary , showing originality and flair .
	Communication	Can write with clarity and developing fluency ,	Can write with consistent fluency and control , with few errors.	Can write with assured fluency , maintaining control across forms and purposes.	Can write with exceptional fluency and cohesion , producing polished ,

		maintaining control across most of a piece.			controlled writing throughout.
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