



English Literature	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 13 can:</p> <p>Write in a style that is straightforward and relevant</p> <p>‘ Straightforward ’ work is shown when students make their ideas in relation to the task clearly known.</p> <p>‘ Relevant ’ work is shown when students are focused on the task and use detail in an appropriate and supportive way.</p> <p>Straightforward and relevant work where the student’s response to the task and the Critical anthology is clear and intelligible. Students will demonstrate consistent straightforward understanding in the course of their argument. Ideas will be developed relevantly.</p> <p>AO1</p> <ul style="list-style-type: none"> • sensibly ordered ideas in a relevant argument in relation to the task • some use of literary critical concepts and terminology which are mainly appropriate; straightforward and clear expression <p>AO2</p> <ul style="list-style-type: none"> • straightforward understanding of authorial methods in relation to the task 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 13 can:</p> <p>Write in a style that is coherent and thorough</p> <p>‘ Coherence ’ is shown when students are logical and consistent in their arguments in relation to the task. They hold their ideas together in an intelligible way.</p> <p>‘ Thoroughness ’ is shown when students write carefully, precisely and accurately.</p> <p>Coherent and thorough work is where ideas are linked together in a focused and purposeful way in relation to the task and the Critical anthology. Students will demonstrate a fully coherent and thorough argument across all five assessment objectives in their response.</p> <p>AO1</p> <ul style="list-style-type: none"> • logical, thorough and coherent argument in relation to the task where ideas are debated in depth • appropriate use of literary critical concepts and terminology; precise and accurate expression <p>AO2</p> <ul style="list-style-type: none"> • thorough understanding of authorial methods in relation to the task 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 13 can:</p> <p>Write in a style that is consistently perceptive and assured.</p> <p>‘ Perception ’ is demonstrated when students are showing the depth of their understanding and responding sensitively to the texts and task.</p> <p>‘ Assuredness ’ is shown when students write with confidence and conviction.</p> <p>Perceptive and assured work shows confidence, sharpness of mind and sophistication in relation to the task and the Critical anthology. Students are consistently assured and will demonstrate sensitivity and perception across all five assessment objectives in their response.</p> <p>AO1</p> <ul style="list-style-type: none"> • perceptive, assured and sophisticated argument in relation to the task • assured use of literary critical concepts and terminology; mature and impressive expression <p>AO2</p> <ul style="list-style-type: none"> • perceptive understanding of authorial methods in relation to the task



	<ul style="list-style-type: none">• relevant engagement with how meanings are shaped by the methods used <p>AO3</p> <ul style="list-style-type: none">• straightforward understanding of the significance of relevant contexts in relation to the task• relevant connections between those contexts and the theory/theories studied <p>AO4</p> <ul style="list-style-type: none">• explores connections across literary texts arising out of theoretical study in a straightforward way <p>AO5</p> <ul style="list-style-type: none">• straightforward engagement with interpretations, including over time	<ul style="list-style-type: none">• thorough engagement with how meanings are shaped by the methods used <p>AO3</p> <ul style="list-style-type: none">• thorough understanding of the significance of relevant contexts in relation to the task• coherence in the connection between those contexts and the theory/theories studied <p>AO4</p> <ul style="list-style-type: none">• logical and consistent exploration of connections across literary texts arising out of theoretical study <p>AO5</p> <ul style="list-style-type: none">• thorough engagement with interpretations, including over time	<ul style="list-style-type: none">• assured engagement with how meanings are shaped by the methods used <p>AO3</p> <ul style="list-style-type: none">• perceptive understanding of the significance of relevant contexts in relation to the task• assuredness in the connection between those contexts and the theory/theories studied <p>AO4</p> <ul style="list-style-type: none">• perceptive exploration of connections across literary texts arising out of theoretical study <p>AO5</p> <ul style="list-style-type: none">• perceptive and confident engagement with interpretations, including over time
--	--	---	--

