

## Grade Descriptors for GCSEs Graded 9-1: English Language

9	<p>To achieve a Grade 9 candidates will be able to:</p> <p>In relation to a range of texts, to achieve grade 9, candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Sustain a precise, consistent critical evaluation with detailed, confident and perceptive understanding.</li> <li>• Understand and respond with precision and insight to explicit and implicit meanings and viewpoints</li> <li>• Sustain a perceptive critical analysis of the ways in which writers use language, form and structure, including original comments on more subtle techniques.</li> <li>• Use judicious and well-integrated textual references from across the text, with precise subject terminology, to develop original responses.</li> <li>• Make sustained, illuminating comparisons within and between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communicate with full coherence and control.</li> <li>• Structure and grammatical features are used ambitiously to give writing cohesion and coherence.</li> <li>• Appropriate and effective variation of sentence structures and a wide range of ambitious vocabulary is used to create effect or convey precise meaning.</li> <li>• Spell, punctuate and use grammar confidently and accurately so that writing is virtually error-free.</li> </ul>
8	<p>To achieve a Grade 8 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarise and critically evaluate with detailed and perceptive understanding</li> <li>• Understand and respond with insight to explicit and implicit meanings and viewpoints</li> <li>• Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure</li> <li>• Substantiate their understanding and opinions with illuminating references to texts and contexts, using subject terminology.</li> <li>• Make convincing and apt links and comparisons within and between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communicate with impact and influence</li> <li>• Produce ambitious, accomplished and effectively-structured texts</li> <li>• Use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact</li> <li>• Spell, punctuate and use grammar accurately so that writing is virtually error-free</li> </ul>

7	<p>To achieve a Grade7 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarise and critically evaluate with detailed understanding</li> <li>• Understand and respond confidently to explicit and implicit meanings and viewpoints</li> <li>• Analyse and confidently evaluate detailed aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with apt references to texts and contexts.</li> <li>• Make confident links and comparisons within and between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing is clearly controlled and coherent.</li> <li>• Structure and grammatical features are used accurately to support cohesion and coherence.</li> <li>• Sentence structure is varied to achieve particular effects. Vocabulary is ambitious and is used with precision.</li> <li>• Spell, punctuate and use grammar securely.</li> </ul>
6	<p>To achieve a Grade 6 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarise and evaluate with focus and secure understanding</li> <li>• Understand and make secure responses to explicit and implicit meanings and viewpoints</li> <li>• Discuss and increasingly analyse how writers use aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with well-chosen references to texts, informed by their wider reading.</li> <li>• Make thoughtful links and comparisons between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing is controlled and coherent.</li> <li>• Structure and grammatical features are used mostly accurately to support cohesion and coherence.</li> <li>• Sentence structure is varied. Vocabulary is ambitious and is mostly used with precision.</li> <li>• Spell, punctuate and use grammar mostly securely.</li> </ul>
5	<p>To achieve a Grade 5 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p>

	<ul style="list-style-type: none"> <li>• Summarise and evaluate with accuracy and clear understanding</li> <li>• Understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• Discuss relevant aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with relevant references to texts, informed by their wider reading.</li> <li>• Make credible links and comparisons between texts.</li> <li>•</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively, sustaining the reader's interest</li> <li>• Produce coherent, well-structured and purposeful texts</li> <li>• Vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• Spell, punctuate and use grammar accurately with occasional errors</li> </ul>
4	<p>To achieve a Grade 4 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarise and evaluate with mostly accurate and clear understanding</li> <li>• Understand and make responses to explicit and implicit meanings and viewpoints</li> <li>• Recognise and make comments about relevant aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with references to texts, informed by their wider reading</li> <li>• Make relevant comparisons between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing is mostly controlled and coherent with some organisation.</li> <li>• Structure and grammatical features are used with some accuracy.</li> <li>• There is variety in sentence structures. Vocabulary is beginning to develop and is used with some precision.</li> <li>• Spelling and punctuation is mostly accurate.</li> </ul>
3	<p>To achieve a Grade 3 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Describe and summarise with some accuracy and understanding.</li> <li>• Respond to some explicit and implicit meanings and viewpoints</li> <li>• Make some relevant comments about language and structure.</li> <li>• Support their comments and opinions with some textual references.</li> <li>• Make some links between texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Some control and coherence with some organisation.</li> <li>• Structure and grammatical features are used to convey meaning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some variety of sentences and some range of vocabulary.</li> <li>• Spelling is usually accurate. Some control of a range of punctuation.</li> </ul>
2	<p>To achieve a Grade 2 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Describe and summarise with straightforward understanding</li> <li>• Respond in a straightforward way to most explicit information and viewpoints</li> <li>• Make straightforward comments about language and structure</li> <li>• Support their comments and opinions with straightforward references to the text.</li> <li>• Make limited links between texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Communicate simply with some clarity for the reader</li> <li>• Produce texts with basic structures and some awareness of purpose</li> <li>• Show some control over sentence type and structure and use familiar vocabulary to some effect</li> <li>• Spell, punctuate and use grammar with limited accuracy</li> </ul>
1	<p>To achieve a Grade 1 candidates will be able to:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• Describe and summarise with limited accuracy and understanding.</li> <li>• Make a limited response to some explicit information and viewpoints.</li> <li>• Make limited comments about language and structure.</li> <li>• Support their comments and opinions with some references to the text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Basic control and coherence with basic organisation.</li> <li>• Some use of structure to convey meaning.</li> <li>• Limited range of sentence type and vocabulary.</li> <li>• Some spelling is correct and there is some attempt to use punctuation.</li> </ul>