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| **Criteria** | **Excellent progress** | **Good progress** | **Satisfactory progress** | **Limited progress** | **Poor progress** |
| **Engagement with the question** | Focuses directly and consistently on the question; makes sound, justified critical judgements; develops argument. | Explicitly links own argument to the question; sustains appraisal; expresses argument clearly. | Partially addresses the question; makes some general observations. | Links to the question may be indirect; presents a personal view. | Comments may miss the key idea of the question; retells text. |
| **Use of evidence** | Justified responses to a text by drawing on relevant specific examples, showing that texts are constructed to promote particular viewpoints, where relevant. | Explains how texts reflect different viewpoints and provides specific details from texts to support responses. | Selects specific details from texts to develop own response, and to show that texts reflect different viewpoints. | Refers broadly to aspects of texts to support ideas. | Demonstrates little understanding of the text in relation to the question; may recount the text. |
| **Conventions of text** | Explains how language features and vocabulary can be used in standard and unconventional ways to deliberately shape meaning.  Explains the way in which specific language devices have been used to construct characters and to influence a reader response.  Justifies responses to characters, events, issues and ideas in a text, drawing on textual details, elements of context and personal opinions. | Describes how the language features and vocabulary used in texts affect meaning.  Describes ways in which specific language devices can be used to construct characters and to influence reader response to them in a broad sense.  Responds to characters, events, issues and ideas within a text, drawing on some textual details and personal opinions to make judgements. | Identifies ways on which the choice of language features and vocabulary affect meaning.  Identifies ways in which language can be used to construct characters in a text.  Explains and describes characters, events, issues and ideas within a text, drawing on textual details to support the description. | Recognises some language features and vocabulary in texts.  Recognises in a general manner, that language can be used to construct characters in a text.  Identifies and describes characters, events, issues and ideas depicted in a text in a general manner. | Does not recognise that language can be used to construct characters in a text.  Does not Identify or describe characters, events, issues and ideas depicted in a text. |
| **Structure** | Paragraphs create a cohesive argument; topic sentences state contention; smoothly integrates relevant examples. | Paragraphs appear logical; attempts to integrate evidence frequently clumsy. | Paragraphs contain one main idea; evidence announced. | Recognises the need for paragraphing; similar ideas presented together; argument is loose; relies on paraphrasing. | No paragraphing evident; ideas appear on the page randomly; recounting adheres to chronology of the text. |