

HHS English Department

Year 7 Narrative Poetry: “How does Browning Present His Character as Vivid and Realistic in ‘The Pied Piper of Hamelin?’”

	<p>AO1: ‘Information and Ideas’: Identify and interpret explicit and implicit information and ideas.</p> <p>AO2: ‘Language’: Explain, comment on and analyse how writers use language (and structure) to achieve effects and influence readers, using relevant subject terminology.</p> <p>AO4: ‘Whole text evaluation’: Evaluate texts critically and support this with appropriate textual references.</p>
Higher	<ul style="list-style-type: none"> <input type="checkbox"/> the selection of explicit and some implicit information and ideas from one or more texts <input type="checkbox"/> the ability to select relevant evidence from one or more texts that generally supports their points (although a tendency to paraphrase) <input type="checkbox"/> a developing understanding of the connections between texts <input type="checkbox"/> <input type="checkbox"/> a developing understanding of how writers use language to achieve effects and influence the reader although comments may be inconsistent <input type="checkbox"/> textual references are identified and there is some consideration of effect <input type="checkbox"/> some use of subject terminology although not always relevant or explained <input type="checkbox"/> a developing evaluation of the ideas, events, themes or settings in the text <input type="checkbox"/> the ability to comment on how the writer’s methods have an impact on the reader, although these may be inconsistent <input type="checkbox"/> the ability to support comments with some undeveloped examples from the text
Intermediate	<ul style="list-style-type: none"> <input type="checkbox"/> the selection of explicit information and ideas from one or more texts <input type="checkbox"/> the ability to select relevant evidence from one or more texts although not always supporting their points (may still copy) <input type="checkbox"/> a straightforward awareness of the connections between texts <input type="checkbox"/> straightforward comment on how writers use language to achieve influence the reader and create effects <input type="checkbox"/> identifies textual references, but may not explain effects <input type="checkbox"/> limited and basic use of subject terminology <input type="checkbox"/> <input type="checkbox"/> straightforward comments on ideas, events, themes or settings (often opinion) <input type="checkbox"/> some attempt to comment on the writer’s methods and the impact on the reader <input type="checkbox"/> the selection of some textual references which occasionally support views and comments
Foundation	<ul style="list-style-type: none"> <input type="checkbox"/> the simple selection of obvious information and ideas from one or more texts <input type="checkbox"/> the ability to select obvious evidence from one or more texts (some tendency to copy from the text) <input type="checkbox"/> a simple awareness of the connections between texts <input type="checkbox"/> simple awareness of how writers use language to influence the reader and create effect(s) <input type="checkbox"/> some - if limited - identification of words/phrases used by the writer <input type="checkbox"/> little or no use of subject terminology <input type="checkbox"/> simple understanding of the text: often description of ideas, themes, events or settings <input type="checkbox"/> limited mention of the writer’s methods <input type="checkbox"/> simple textual reference (often copied or paraphrased)