

KS5 (Y12/Y13)		<b>Curriculum Checkpoints: What do students know and what can they do?</b>				
A Level English Literature						
Summative Comment		Developing		Securing	Mastering	Excelling
Band/marks		Band 1 (1-5 marks)	Band 2 (6-10 marks)	Band 3 (11-15 marks)	Band 4 (16-20 marks)	Band 5 (21-25 marks)
AO1	Argument and ideas	<p>Vague: some ideas about the task.</p> <p>Unclear and sometimes incorrect statements made.</p> <p>Little sense of relevant contexts and how they shape the text.</p> <p>Unclear or minimal argument in relation to the task.</p>	A simple argument that is at times inconsistent or unsustained throughout the essay. Critical ideas and terminology have been used but in a way that is generalised or explanatory rather than analytical.	Argument is relevant and sensibly ordered for the task. Some use of critical concepts and terminology is used where appropriate to express straightforward ideas.	Argument is logical, thorough and coherent, ideas are debated in depth. Use of critical concepts and terminology is used where appropriate, precisely and accurately.	Argument is perceptive, assured and sophisticated ideas are debated in-depth. Assured use of critical concepts and terminology is used where appropriate, precisely and accurately.
AO2	Analysis of language, form and structure		Simple or general understanding of how writers use methods to shape meaning in the text, demonstrated.	Straightforward understanding of how writers use methods to shape meaning.	Thorough understanding of how writers use methods to shape meaning.	Perceptive understanding of how writers use methods to shape meaning.
AO3	Context arising from a historicist study		Simple understanding of the way the text's contexts are relevant to the task. General connections to contexts made through historicist study.	Straightforward understanding of the way the text's contexts are relevant to the task. Relevant connections to contexts made through historicist study.	Thorough understanding of the way the text's contexts are relevant to the task. Coherent connections to contexts made through historicist study.	Perceptive understanding of significant contexts and the ways they are relevant to the task. Assuredness in the connection between contexts and historicist literary concepts studied.
AO4	Cross-literature connections		Simple connections made across literary texts.	Straightforward connections made across literary texts	Logical and consistent exploration of connections across literary texts.	Perceptive exploration of connections across literary texts.
AO5	Critical engagement with argument		Simple/general ideas used to debate about the topic set up in the task.	Straightforward ideas used to debate about the topic set up in the task.	Thorough engagement with the debate set up in AO1, throughout the essay's entirety.	Perceptive and confident engagement with the debate set up in AO1, throughout the essay's entirety.