

## PROGRESS IN ENGLISH LANGUAGE, YEARS 12-13

Grade	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	AO2: Demonstrate critical understanding of concepts and issues relevant to language use	AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	AO4: Explore connections across texts, informed by linguistic concepts and methods	AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways
<b>A*</b>	I analyse a range of relevant features of language, identifying patterns and complexities and applying different levels of language analysis in an integrated way. I describe these features using precise, sophisticated terminology. My written responses are articulate and sophisticated.	I have a sophisticated understanding of a wide range of linguistic ideas, concepts and research, and evaluate and challenge different views and interpretations of linguistic issues.	I have a sophisticated grasp of the ways in which language choices create meanings and representations. I evaluate the ways in which language and representations are shaped by wider social and cultural contexts.	I offer precise, perceptive evaluations of a range of connections between texts by assessing the similarities and differences in their genre, context, audience and purpose.	I use form in a creative, innovative way and control my writing with subtlety and flair. The content of my writing is interesting and engaging. I can write for challenging audiences and purposes. I manipulate register and position my audience skilfully. My writing is ambitious and accurate.
<b>A</b>	I analyse a range of relevant features of language, applying two or more levels of language with precision and detail. I describe these features using detailed, accurate terminology. My written responses are fluent and confident.	I have a clear understanding of a wide range of linguistic ideas, concepts and research, and analyse and evaluate different views and interpretations of linguistic issues.	I analyse the ways in which language choices create meanings and representations. I analyse the ways in which language and representations are shaped by wider social and cultural contexts.	I analyse a range of connections between texts by examining the similarities and differences in their genre, context, audience and purpose.	I use form in a creative way and control my writing with confidence. The content of my writing is interesting and engaging. I can write for increasingly challenging audiences and purposes. I manipulate register and position my audience confidently. My writing is ambitious and almost always accurate.
<b>B</b>	I explore relevant features of language, applying two or more increasingly complex levels of language. I describe these features using consistently appropriate, accurate terminology. My written responses are well-structured.	I have a clear understanding of linguistic ideas, concepts and research, and comment on different views and interpretations of linguistic issues.	I explore the ways in which language choices create meanings and representations. I explore the ways in which language and representations are related to social and cultural contexts.	I explore connections between texts by comparing the similarities and differences in their genre, context, audience and purpose.	I use form convincingly and control my writing with increasing confidence. The content of my writing is interesting and appropriate to the task. I show close attention to register and engage with my audience's views and attitudes. I have a strong control of accuracy.
<b>C</b>	I identify relevant features of language, applying one or two levels of language. I describe these features using increasingly accurate terminology. My written responses are increasingly well-structured.	I show an increasing knowledge of linguistic ideas, concepts and research.	I comment on the ways in which language choices create meanings and representations. I link a number of language choices to social and cultural contexts.	I make connections between texts by linking their similarities and differences to genre, context, audience and purpose.	I use form competently and my writing is mostly controlled. The content of my writing is appropriate to the task. I pay attention to register and engage with my audience. I control the accuracy of my writing.
<b>D</b>	I identify relevant features of language, applying one or two basic levels of language. I use basic linguistic terminology to describe these features. I organise my written responses to texts.	I show familiarity with linguistic ideas, concepts and research.	I identify the ways in which language use is shaped by context.	I make connections between texts by identifying similarities and differences between them.	I use an appropriate form of writing. The content of my writing is mostly appropriate to the task. I use language that is mostly appropriate to my audience and context. My writing contains occasional technical errors.
<b>E</b>	I begin to identify relevant features of language. I begin to use basic linguistic terminology to describe these features. I begin to organise my written responses to texts.	I begin to show familiarity with linguistic ideas, concepts and research.	I begin to identify the ways in which language use is shaped by context.	I begin to make connections between texts.	I begin to use an appropriate form and register for the task. The content of my writing is beginning to be appropriate. I begin to use language that is appropriate to my audience and context. My writing contains a number of technical errors.