

# DHSG Lower Years Assessment Framework

## English Literature



LOWER YEARS (Years 7 to 8)

MIDDLE YEARS (Years 10 to 11)

|                            | Developing (D)  | Secure (S)  | Mastering (M)   |
|----------------------------|---|---|---|
| <b>Know-<br/>ledge</b>     | With support demonstrates a knowledge of vocabulary, contexts, writer's choices, methods (form, structure and language), purposes, themes, and key concepts across all genres and forms, beginning to consider the effect on the reader.  | Often demonstrates a sound knowledge of vocabulary, contexts, writer's intent, methods (form, structure and language), purposes, themes, and key concepts across all genres and forms, identifying the effect on the reader.  | Consistently and independently demonstrates an accurate knowledge of vocabulary, contexts, writer's intent, methods (form, structure and language), purposes, themes, and key concepts across all genres and forms, exploring the effect on the reader.   |
| <b>Under-<br/>standing</b> | With support applies relevant knowledge to identify inference and deduction, recognising implicit meanings.<br><br>With support understands relevant connection to context.   | Often applies relevant knowledge to explain inferred meanings based on evidence and understandings from a range of texts.<br><br>Often explores how context influences writers' ideas and language.   | Consistently and independently applies relevant knowledge to analyse, evaluate and explore a range of inferences, confidently identifying different layers of meaning and commenting on their significance and effect in detail.<br><br>Consistently and independently analyses social, historical and cultural context and how this influences writers' ideas and language.  |
| <b>Skills</b>              | With support identifies relevant quotation, examining a range of methods by beginning to use subject terminology, linking to context.<br><br>With support attempts to comment on two or more texts, though comparisons may be vague and undeveloped.<br><br>With support constructs a focused and organised argument, attempting to link inference to the question. | Often identifies appropriate quotation, examining a range of ambitious methods confidently using subject terminology, applying understanding of context.<br><br>Often compares some ideas between two or more texts.<br><br>Often constructs a confident and clear argument, linking inference to the question. | Consistently and independently identifies judicious quotation, examining a range of ambitious micro and macro methods using sophisticated and accurate subject terminology, and through a contextual lens.<br><br>Consistently and independently communicates comparisons between two or more texts.<br><br>Consistently and independently constructs a coherent and logical argument, anchoring inference to the question. |

