

Year 7 and 8 Analytical Mark Scheme

	<b>Content</b>	<b>Skills</b>
<b>19 - 20: Outstanding</b>	<ul style="list-style-type: none"> <li>• Skilled use of structure</li> <li>• Developed understanding of authorial craft.</li> <li>• Engagement with the writer's use of language</li> <li>• Perceptively relating ideas back to the essay title</li> <li>• Skilled use of an academic style</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately laid out</li> <li>• Skilled use of paragraphs</li> <li>• Rare grammatical errors</li> <li>• Skilled use of both simple and complex sentences</li> <li>• Secure spelling</li> <li>• Skilled use of complex connectives</li> </ul>
<b>16 - 18: Excellent</b>	<ul style="list-style-type: none"> <li>• Has a good structure</li> <li>• Secure understanding of the author's craft</li> <li>• Evidence that focussing on effect of language</li> <li>• Securely relating points back to the title</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately laid out</li> <li>• Secure paragraphing</li> <li>• Majority grammatically correct</li> <li>• Secure use of simple and complex sentences</li> <li>• Secure use of complex connectives</li> </ul>
<b>12 - 15: Good</b>	<ul style="list-style-type: none"> <li>• Clear evidence of a structure</li> <li>• Evidence of understanding of authorial craft</li> <li>• Evidence beginning to focus on language</li> <li>• Generally relating points back to the title, but sometimes simplistically.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately laid out</li> <li>• Consistent use of paragraphing</li> <li>• Mostly grammatically correct</li> <li>• Evidence of simple and complex sentences</li> <li>• Majority spelt correctly, maybe some errors on more complex words</li> </ul>

Year 7 and 8 Analytical Mark Scheme

<p><b>8 - 11: Satisfactory</b></p>	<ul style="list-style-type: none"> <li>• Evidence of a structure – but order can be confusing</li> <li>• May be some weak reference to authorial craft but simplistically</li> <li>• Sometimes relating points to the title.</li> </ul>	<ul style="list-style-type: none"> <li>• Lay out may not always be appropriate, might use sub-headings</li> <li>• Some use of paragraphs</li> <li>• Some grammatically correct sentences</li> <li>• Some simple and complex sentences, but weak on occasions</li> <li>• Simplistic use of connectives on occasions – ‘so’ and ‘then’</li> </ul>
<p><b>7 and below – unacceptable</b></p>	<ul style="list-style-type: none"> <li>• Weak structure – not necessarily in a logical order</li> <li>• Little reference to or understanding of authorial craft</li> <li>• May use an informal style</li> <li>• Analysis weak – tends to make points, but no real analysis, instead translating or describing.</li> <li>• May not use quotations.</li> </ul>	<ul style="list-style-type: none"> <li>• Weak or no paragraphing</li> <li>• Weak or inaccurate grammatical errors</li> <li>• Weak or poor sentence structure</li> <li>• Simplistic connectives</li> </ul>