



Level 2		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> May rely on more than a basic level of support from the teacher. No sign of a personal response / engagement with the text. Can't structure the essay using PCQA even with support. 	<ul style="list-style-type: none"> With some support can demonstrate a basic understanding of the text. With some support, can make several basic comments on key basic elements (for example characterisation, setting, plot and theme) With some support can comment on more than one aspect of the writer's style. Can structure an essay using PCQA using topic sentences provided. Makes an attempt to provide a personal response / engage with the text <i>by relating the writer's theme to their own experience or the experience of others</i>. 	<ul style="list-style-type: none"> Is able to work on the task, in the main, independently. Can make an attempt to use their own topic sentences. Makes a discernible attempt to provide a personal response / engage with the text.
Level 3		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> May ask for support on one or two occasions, for example in choosing quotations or in writing topic sentences. May only deal with one or two basic elements of the text. A basic personal response / engagement with the text. 	<ul style="list-style-type: none"> Mainly independently beginning to show more than a basic understanding of the text. Can, independently, make several comments on basic key elements (for example, setting, characterisation, plot and theme) Can comment, independently, on at least two aspects of the writer's style with textual reference. Can structure an essay using PCQA and using topic sentences largely independently. Makes a good attempt to provide a personal response / engage with the text <i>relating the writer's theme to their own experience or the experience of others</i>. 	<ul style="list-style-type: none"> Will be able to work independently on the task, including forming own topic sentences. At times will show a good understanding of the text. Is able to make, independently, several relevant comments on key elements including, setting, characterisation, plot, theme, genre and structure.
Level 4		
Indicators of SOMEONE DEVELOPING at this level:	Indicators of someone COMPETENT at this level:	Indicators of SOMEONE SKILLED at this level:
<ul style="list-style-type: none"> Understanding of key elements may not be as strong. Lack of insight on occasion. At times, there may be evidence of a lack of engagement with the text. 	<ul style="list-style-type: none"> Is able to demonstrate a solid understanding of the text, with insightful comments. Is able to make, independently, several relevant and, perhaps, insightful comments on key elements e.g. setting, characterisation, plot, theme, genre and structure. Can identify and comment on at least three aspects of writer's style and provide textual evidence. Can independently structure and plan an essay and write own topic sentences using PCQA as a model. There is a clear and, at times, insightful personal response to the text <i>relating the writer's theme to their own experience or the experience of others and the central concerns of the text</i>. 	<ul style="list-style-type: none"> Insight will be evident throughout the task. Clear engagement with the text.

Judge against **COMPETENT** criteria initially and look to indicators of **DEVELOPING** or **SKILLED** if required.