

Riverside Meadows Academy – KS4 English Literature Level Descriptors

Grade descriptors for GCSEs graded 9 to 1 extrapolated from the Ofqual Grade 2, 5 and 8 descriptors.
Whilst the achievement of a Grade is a pass, a “Good Pass” is indicated as achieving Grade 4 or above.

Subject Strands	
Grade 1	<ul style="list-style-type: none"> • Make generalised comments on writers’ use of language, form and structure. • make general references to obvious details of texts • Basic reference to context.
Grade 2	<ul style="list-style-type: none"> • make straightforward comments about explicit meanings of texts • describe straightforward aspects of language, form or structure • make general references to obvious details of texts • show awareness that texts are related to contexts • Attempts to make links between texts.
Grade 3	<ul style="list-style-type: none"> • Make a straightforward response to explicit and implicit meanings of texts. • Make simple comments on writers’ use language, form and structure. • Limited reference to text. • Make limited reference to context. • Make basic links between texts.
Grade 4	<ul style="list-style-type: none"> • develop a generally coherent and engaged response to explicit and implicit meanings of texts • Comment on and begin to analyse the ways in which writers use language, form and structure • Use some reference to the text, including quotations. • Make some reference to context.
Grade 5	<ul style="list-style-type: none"> • develop a coherent and engaged response to explicit and implicit meanings of texts • develop a clear understanding of the ways in which writers use language, form and structure • use apt textual references to support responses. Use some subject terminology. • use understanding of contexts to inform responses to texts • make credible comparisons between texts
Grade 6	<ul style="list-style-type: none"> • sustain a focused response to explicit and implicit meanings of texts. • Discuss and increasingly analyse the ways in which writers use language, form and structure • Make appropriate reference to the text, including quotations with some subject terminology. • Make thoughtful reference to context.

	<ul style="list-style-type: none"> • make clear comparisons between texts
Grade 7	<ul style="list-style-type: none"> • sustain a focused personal response to explicit and implicit meanings of texts. • Discuss and analyse the ways in which writers use language, form and structure • Make well-chosen direct reference to the text, including quotations with apt subject terminology • Show a secure understanding of key aspects in the text. • Make thoughtful reference to context and how it shapes texts • make thoughtful comparisons between texts
Grade 8	<p>In relation to a range of texts, to achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> • sustain a convincing, informed personal response to explicit and implicit meanings of texts • sustain a perceptive critical analysis of the ways in which writers use language, form and structure • use judicious and well-integrated textual references to develop personal responses with precise subject terminology • show perceptive understanding of how contexts shape texts and responses to texts • make sustained comparisons between texts
Grade 9	<p>In relation to a range of texts, to achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> • sustain a precise, consistent and evaluative response to explicit and implicit meanings of texts • sustain a perceptive critical analysis of the ways in which writers use language, form and structure, including original comments on more subtle techniques. • use judicious and well-integrated textual references from across the text, with precise subject terminology, to develop original responses • show perceptive and original understanding of how contexts shape texts and responses to texts • make sustained, illuminating comparisons between texts