Year 10: ASK Yourself! Subject: English Literature (Paper 2) Unit 2: GCSE Poetry Anthology

Unit 2: GCSE PO	Launching	Mastering		
	1-2	Developing 3-4	Progressing 5-6	7-9
S kills				
Reading (TENSILE)	I need to be able to demonstrate clear evidence of understanding significant meanings in the poems.	With help I can demonstrate clear evidence of understanding significant meanings in the poems in relation to their contexts.	I can confidently demonstrate a sustained and developed interpretation of the poems in relation to its contexts.	I can expertly demonstrate sustained and sophisticated interpretations of the poems, evaluating them in relation to their contexts.
Writing (TENSILE)	I need to be able to write accurately to demonstrate a clear understanding and comparison of poets' ideas, using relevant and appropriate quotations.	With help I can write accurately to demonstrate a clear understanding and comparison of poets' ideas, using relevant and appropriate quotations.	I can confidently provide perceptive interpretations, convincing analysis and comparison of poets' methods, making insightful comments.	I can expertly provide sophisticated engagement, analysis and comparison of poets' methods, making perceptive and mature comments.
nowledge				
AO1 Read, understand and respond to seen and unseen poems	I need to be able to offer clear, explained responses to tasks and poems. I need to be able to make effective use of references to support explanations.	I am beginning to show that I can offer clear, explained responses to tasks and poems. I am beginning to show that I can make effective use of references to support explanations.	I can confidently offer thoughtful, developed responses to tasks and whole poems, including unseen poems. I can confidently make apt references to support interpretation(s).	I can expertly give critical, exploratory, conceptualised responses to tasks and poems, including unseen poems. I can expertly make judicious use of precise references to support
AO2 Explain, Comment and Analyse	I need to be able to explain the effect a poem has on the reader, and	I am beginning to show that I can explain the effect a poem has on the	I can confidently explain, comment on and analyse how writers use	interpretation(s). I can expertly explore, comment on and analyse how writers use

			1	In an and
	how the poet has	reader, and how	language and	language and
	created this	the poet has	structure to	structure to
	effect.	created this	achieve effects	achieve effects
		effect.	and influence	and influence
			readers, using	readers, using
			relevant subject	relevant subject
			terminology to	terminology to
			support views.	support views.
AO3 Show	I need to be able	I am beginning to	I can confidently	I can expertly
understanding of	to explain	show that I can	give thoughtful	explore links
•	straightforward	explain	consideration of	between the
the relationships	links between the	straightforward	links between the	poet's ideas,
between texts	poet's ideas,	links between the	poet's ideas,	perspective and
and their	perspective and	poet's ideas,	perspective and	attitude, and the
	attitude, and the	perspective and	attitude, and the	context of the
contexts	context of the	attitude, and the	context of the	poem.
	poem.	context of the	poem.	I can expertly
Make comparisons	I need to be able	poem.	I can confidently	make sophisticate
between texts	to make	I am beginning to	make relevant	comparisons
detween texts	straightforward	show that I can	comparisons	between poems.
	comparisons	make	between poems.	
	between poems.	straightforward		
		comparisons		
		between poems.		
AO4	I need to be able	I am beginning to	I can confidently	I can expertly
lice a nence of	to spell and	show that I can	spell and punctuate	spell and
Use a range of	punctuate with	spell and	with considerable	punctuate with
vocabulary and	reasonable	punctuate with	accuracy, and use a	consistent
sentence	accuracy, and use a	reasonable	considerable range	accuracy, and
structures for	reasonable range	accuracy, and use	of vocabulary and	consistently use
• • • • • • • • • • •	of vocabulary and	a reasonable	sentence	vocabulary and
clarity, purpose	sentence	range of	structures to	sentence
and effect, with	structures; any	vocabulary and	achieve general	structures to
accurate spelling	errors do not	sentence	control of meaning.	achieve effective
and punctuation	hinder meaning in	structures; any		control of
	the response.	errors do not		meaning.
		hinder meaning in		
		the response.		