How do we raise the grade?

Grade 4

Point	**Grade 4**
Evidence	At least two of these.
Explain	If it is on a text studied, one from the extract, one from a different point in the text.
Word Analysis	
Author's Intention	If it on the poetry comparison, one paragraph for each poem.

Grade 5

Point using 'because' and a method	**Grade 5**
	At least three of these.
Evidence	If it is on a text studied, with one from a different point in the text to the extract.
Explain using 'because'	If it on the poetry comparison, one paragraph for each poem, and one where you discuss both.
Word Analysis	
Author's Intention	

Grade 6

Point using 'because' or 'to show' and a method.	**Grade 6**
	This answer should be four paragraphs long. All of your writing must be clear and you must show you clearly understand the methods used.
Evidence 2 + (different places in the novel) Embed your quotations.	
Explain using 'because'. At least two sentences.	If it is on a text studied, two paragraphs should be about the extract, the other two should be about elsewhere in the text.
Word Analysis. Multiple sentences clearly showing that you understand the significance of the word, and the impression it makes on the reader.	You should aim to cover the beginning, middle and end of the text, and say something about what the writer wanted to achieve by writing the text.
Author's Intention that links to context and comments on the message a text has for the reader.	If it is on the poetry comparison, one paragraph about each poem comparing a common language feature, and one paragraph about each poem comparing <u>either</u> structure or form.

Grade 7 – 8

Write an introduction. May link to context/idea about the writer's purpose.	**Grade 7 – 8**
Point using 'because' and a method. Try to be different and consider theme.	At this point it becomes about how well you know the text. Showing an awareness that it has been constructed to convey a 'bigger message'.
Evidence 2 + (different places in the novel). Try to mix drop-ins and embedded quotations.	
Explain using 'because'. At least two sentences. Consider different interpretations.	Whether the points you are making are interesting, thoughtful and well explored.
Word Analysis. Multiple sentences analysing different possible meanings or interpretations. Explore the word choices. Consider imagery.	You need to take responsibility to do some wider reading, research and revision to achieve this top end!
Author's Intention that links to context and comments on the impact a text has on the reader.	
Write an overall conclusion	Mix the elements up a bit to disguise PEEWA!

With hard work, why not?

Grade 9

Try to take an unusual approach for your argument. Say something that the examiner isn't likely to read again.	**Grade 9**
Really explore a single piece of evidence for different layers of meaning and multiple connotations of key words, and link this back to the effect on the reader.	For grade 9, you need to show that you understand the text better than 95% of the entire nation's cohort. That means you know the text inside and out, you understand the function of the characters and plot structure, and you make a really solid argument for what you think the writer was trying to achieve.
	For poetry, you need to say something perceptive about language, form AND structure.