Yr 9 – Romeo and Juliet

	Knowledge	Skills
Strong (Assured and Perceptive)	• Assured understanding of plot and character • Assured understanding of and ability to use key terms • Assured ability to identify structural features including sonnet form and perceptive understanding of dramatic effect • Assured engagement with historicist contextual factors and perceptive understanding of their impact on the text and audience response	• Demonstrates a perceptive focus on the question throughout. • Assured, convincing argument with insightful ideas. • Paragraphs are skilfully crafted and connected through effective transitions. • Selects and integrates evidence effectively and thoughtfully. • Perceptive analysis of evidence in depth, exploring effects and implications. • Identifies and discussed a wide range of language and structural methods • Perceptive links to significant historical and literary context embedded throughout essay • Assured use of precise and sophisticated academic vocabulary.
Confident (Thorough and Coherent)	• Thorough understanding of plot and character • Thorough understanding of and ability to use key terms • Coherent ability to identify structural features including sonnet form and able to confidently discuss dramatic effect • Coherent engagement with historicist contextual factors and their impact on the text and audience response	• Responds clearly to the question. • Paragraphs are developed and linked. • Coherent argument with developed points and reasoning. • Selects relevant and effective evidence to support points. • Analyses a range of methods used by the writer • Thorough consideration of the impact of contextual historical and literary factors • Coherent use of academic and subject terminology used accurately.
Developing (Straightforward and Some)	• Straightforward understanding of plot and character • Some understanding key terms with some ability to use • Some ability to identity structural features including sonnet form and able to discuss dramatic effect • Straightforward understanding with historicist contextual factors with some ideas of their impact on the text and audience response	• Addresses the task in a straightforward manner • Some relevant ideas with some explanation. • Uses some relevant evidence. • Some straightforward analysis of evidence • Some identification of methods • Straighforward links to contextual factors • Straightforward subject-specific vocabulary used.
Emerging (Simple and Limited)	• Simple understanding of plot and character • Simple understanding of key terms with limited ability to use • Needs support to identity structural features including sonnet form with simple discussion dramatic effect • Simple understanding of historicist contextual factors with limited links to their impact on the text and audience	• Limited understanding or response to task. • Ideas are simple and generalised. • Limited use of evidence. • Tends to describe or narrate rather than explain. • Limited identification of methods • Limited or no reference to historical factors • Writing lacks clear structure. • Uses simple or informal language.