




<p style="text-align: center;">Personalised Checklist: Literature Assessment Objectives</p>	<p style="text-align: center;">Confidence Rating</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>A01 Read, understand and respond to texts <i>Skills Required:</i></p>	
<p>I have an excellent knowledge of each text I've studied (<i>Macbeth, A Christmas Carol, An Inspector Calls</i> and the 15 Power and Conflict Anthology poems).</p>	
<p>I can deconstruct the essay question and construct a clear plan which supports me to write my response.</p>	
<p>I can begin my argument with a purposeful thesis that grapples with the question focus.</p>	
<p>I can present a critical and coherent argument which interrogates the question.</p>	
<p>I can maintain a critical and sophisticated response to the task and texts.</p>	
<p>I can embed textual references, including judicious, language rich quotations, to support my ideas.</p>	
<p>A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. <i>Skills Required:</i></p>	
<p>I can identify writers' methods and use subject terminology confidently.</p>	
<p>I can confidently discuss characterisation and understand how the writer uses characters to convey messages to the reader/ audience.</p>	
<p>I can examine how the writers of my set texts have used language, form and structure to shape meaning.</p>	
<p>I can confidently discuss the literal, metaphorical and symbolic meaning of the linguistic and structural methods used.</p>	
<p>I can discuss the significance of word level choices and how connotations reveal deeper meanings of language.</p>	
<p>I understand how the writers of my set texts structure and organise them to create meaning (e.g. cyclical structures, foreshadowing, motifs).</p>	
<p>For drama texts (<i>Macbeth</i> and <i>An Inspector Calls</i>), I understand how the use of dialogue, language, exits and entrances, soliloquies, dramatic irony and other relevant devices are used for effect.</p>	
<p>I can discuss how the form of the text (poetry, drama, prose) is used to shape meaning by the author.</p>	
<p>A03 Show understanding of the relationships between texts and the contexts in which they were written.</p>	
<p>I have a good knowledge of Jacobean, Victorian, Edwardian and modern contextual factors, and how they perhaps influenced Shakespeare, Dickens, Priestley and the poets.</p>	
<p>I can use my knowledge of context to inform my analysis of the texts and embed it within my argument.</p>	
<p>I understand how readers/ audiences at the time may have responded to the texts and how modern readers/ audiences may respond to them now.</p>	
<p>I can engage with moral, religious, social, psychological and philosophical contexts which are explored in the texts I have studied.</p>	

AO4 (*Macbeth* and *An Inspector Calls* only)

Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

I can use punctuation consistently and accurately in my essay, including quotation marks.

I can use sophisticated vocabulary to express my ideas clearly and critically.

I have a high level accuracy in the spelling of key vocabulary for each of my set texts (these words can be found on the revision checklists).

I can write a controlled essay which uses sentences clearly and accurately.

I can use subordinate clauses within my sentences to develop the sophistication of ideas.