



Department	English	Year Group	7	Assessment	Autumn <i>Storytelling</i> – ‘The Hobbit’ Writing assessment
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Level	Assessment Summary								
Level 1	<p>During this unit, students will be studying ‘The Hobbit’ to develop their creative writing skills.</p> <p>Students will study the codes and conventions of the fantasy genre, exploring how J. R. R. Tolkien engages with his readers through the novel’s structure and crafting of characters and settings. Alongside this focus, students will explore how Tolkien manipulates sentence structures, language, and punctuation to position his readers.</p>								
Level 2	<p>The unit’s writing assessment will require students to demonstrate what they have learnt in their own independent writing. Students will be tasked with crafting their own imaginative take on an episode from the novel, rewriting the meeting with the novel’s antagonist, Smaug, from the perspective of Bilbo Baggins.</p> <p>Students’ writing will be assessed in the following three areas during this assessed task:</p>								
Level 3	<table border="1"> <thead> <tr> <th>Content and Style</th> <th>Organisation</th> <th>Written Accuracy and SPAG</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ➤ Originality and imaginative detail ➤ Engagement with the task’s purpose, form, reader, and register ➤ Use of vocabulary to create meanings and effects </td> <td> <ul style="list-style-type: none"> ➤ How ideas are shaped ➤ The overall development of ideas ➤ How paragraphs are used for linking and cohesion ➤ Use of wider structural features </td> <td> <ul style="list-style-type: none"> ➤ Use of punctuation, focusing on accuracy, variety and how it is used to achieve specific effects ➤ Use of sentence structures, focusing on accuracy, variety and how they are used to achieve specific effects ➤ Accuracy of spelling </td> </tr> </tbody> </table>			Content and Style	Organisation	Written Accuracy and SPAG	<ul style="list-style-type: none"> ➤ Originality and imaginative detail ➤ Engagement with the task’s purpose, form, reader, and register ➤ Use of vocabulary to create meanings and effects 	<ul style="list-style-type: none"> ➤ How ideas are shaped ➤ The overall development of ideas ➤ How paragraphs are used for linking and cohesion ➤ Use of wider structural features 	<ul style="list-style-type: none"> ➤ Use of punctuation, focusing on accuracy, variety and how it is used to achieve specific effects ➤ Use of sentence structures, focusing on accuracy, variety and how they are used to achieve specific effects ➤ Accuracy of spelling
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Level 4									
Level 5	<p>Students will be awarded a score out of 24 for content, style and organisation, and a score out of 16 for written accuracy and SPAG. Teachers use detailed mark schemes to score the assessments. Based on these scores, levels are awarded using level boundaries that will be published following the assessments.</p>								



	Use a range of strategies to read for meaning	Understand, select or retrieve information or ideas from texts and use quotation/reference	Deduce, infer or interpret information, events or ideas from texts	Identify and comment on the structure and organisation of texts	Explain and comment on writers' use of language	Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	Relate texts to their social, cultural and historical traditions	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
Level 1	<ul style="list-style-type: none"> able to read with fluency, understanding and expression 	<ul style="list-style-type: none"> limited, most obvious points identified 	<ul style="list-style-type: none"> some attempts to link comments to quotations from or references to text 	<ul style="list-style-type: none"> an awareness of a few basic features of structure 	<ul style="list-style-type: none"> an awareness of a few basic features of language identified 	<ul style="list-style-type: none"> limited, straightforward explanations of ideas in the text 	<ul style="list-style-type: none"> some awareness that books are set in different times and places 	<ul style="list-style-type: none"> limited awareness of connections between texts
Level 2	<ul style="list-style-type: none"> main purpose of the text is identified 	<ul style="list-style-type: none"> Some relevant points identified and supported by some generally appropriate quotations from different parts of the text 	<ul style="list-style-type: none"> explanations make some inferences about the quotations chosen 	<ul style="list-style-type: none"> some basic structural choices identified with simple comment 	<ul style="list-style-type: none"> some basic features of language identified with simple comments on writer's choices 	<ul style="list-style-type: none"> simple points made show some awareness of writer's viewpoint simple explanation of the overall effect of the text on the reader 	<ul style="list-style-type: none"> simple comment on the effect that the context has on the meaning of texts 	<ul style="list-style-type: none"> simple connections between texts are made
Level 3	<ul style="list-style-type: none"> main purpose clearly identified drawing from different places in the text. 	<ul style="list-style-type: none"> most relevant points clearly identified. points made are generally supported by relevant quotations 	<ul style="list-style-type: none"> developed explanations make some inferences about the quotations chosen 	<ul style="list-style-type: none"> more developed comments on structural choices 	<ul style="list-style-type: none"> various features of language identified with some explanation of the effect on the reader 	<ul style="list-style-type: none"> the writer's viewpoint in texts clearly identified, with some limited explanation some explanation of the overall effect on the reader 	<ul style="list-style-type: none"> comments on the effect that the context has on the meaning of texts 	<ul style="list-style-type: none"> some developed connections between texts, with some connections linked to language choices
Level 4	<ul style="list-style-type: none"> the ability to summarise the main ideas 	<ul style="list-style-type: none"> relevant points clearly identified and appropriate quotations selected carefully to support main ideas or argument 	<ul style="list-style-type: none"> explanations identify different layers of meaning, with some attempt at detailed exploration 	<ul style="list-style-type: none"> some detailed exploration of structural choices 	<ul style="list-style-type: none"> some detailed explanation, with appropriate terminology, of how language is used to create a particular effect 	<ul style="list-style-type: none"> the writer's viewpoint in texts explored fully and in detail detailed explanation of the overall effect on the reader 	<ul style="list-style-type: none"> comments consider wider significance the text 	<ul style="list-style-type: none"> comparison of similarities and differences within or between texts, with connections linked to language choices
Level 5	<ul style="list-style-type: none"> main purpose clearly identified 	<ul style="list-style-type: none"> precise selection of quotations to support the point being made 	<ul style="list-style-type: none"> responses begin to develop analytical and evaluative comment 	<ul style="list-style-type: none"> some analysis and evaluation of the structural choices used for effect 	<ul style="list-style-type: none"> comments begin to develop precise, perceptive analysis of how language is used for specific effect 	<ul style="list-style-type: none"> the writer's viewpoint in texts explored thoughtful and in detail 	<ul style="list-style-type: none"> connections between texts are explored thoroughly, with analytical and evaluative comments developing 	<ul style="list-style-type: none"> comments begin to develop an interpretation of the text through comparison within or between texts



						<ul style="list-style-type: none">• precise explanation of the overall effect on the reader		
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