

Name:	MTG:
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**COMPLETE THIS BEFORE YOU START YOUR ASSESSMENT**

**What did you do to prepare for this assessment? Tick/highlight the ones you did**

Doing full practice essays with all your notes around you	Doing full practice essays with no notes
Distributed (spaced) practice – leaving time to forget between practising recall of information	Using the AO breakdown sheets to modify previous essays/practice essays from L3 to 4 to 5
Using flashcards to learn relevant points, information, terminology, quotations, contexts, perspectives on the text	Mixed practice – mixing up topics and practising them over time
Looking at sample high level responses and cross referencing with the AO breakdown sheets to identify what they have done well	Looking at sample lower level responses and improving them using the AO breakdown sheets to identify how they could be improved
Creating detailed plans (including textual evidence) with your notes around you	Creating detailed plans (including textual evidence) with no notes
Summarising – for example, creating Cornell notes on class materials etc.	Re-reading or re-studying materials after initial reading or lesson.
Re-annotating texts	Rereading the texts
Looking back over your previous targets and making these a specific focus for your revision	Testing self and making quizzes on terminology, critics, contexts etc.
Create context knowledge organiser	Creating sample introductions and paragraphs
Other:	Researching the texts/contexts independently, beyond what has been covered in the classroom

**In your preparation for this assessment, did you move out of your comfort zone to do preparation activities you find difficult but you know will help you improve?**

Not really: I went with what felt more comfortable	To some extent: I began to do things I find more difficult	Definitely: I really challenged myself with this
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**What grade/level do you expect to achieve in this assessment?**

**COMPLETE THIS BEFORE YOU HAND YOUR COMPLETED ASSESSMENT IN**

What do you think went well?
How did you achieve marks for each Assessment Objective? Give specific examples
In this assessment, what did you do to ensure that you met your own areas for improvement? Give specific examples.
What do you think you still need to improve, both in this piece of work and in a more general sense?

Mark/Grade achieved	Above, on, below MTG?	If below, how many more marks did you need?	If on/above, how many marks do you need to get the <i>next</i> grade?	<b>Calibration:</b> Did your prediction over/underestimate? Why?
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Teacher marking codes and/or comments. Codes may relate to the 'where did you lose marks' table below (A, B, C etc.), **and/or** the AO breakdown sheets you have received separately (e.g. 2b, 5e etc). Comments and codes may be found here or, if the teacher feels it is appropriate, on the work itself, so check both:

**Where did you lose marks?**

<b>A</b>	Make sure your introduction clearly addresses the question and gives a sense of the path your essay is going to take. (AO1)	<b>N</b>	Use more discourse markers to signpost your argument/debate/comparisons. (AO1)
<b>B</b>	Your essay drifts from the essay question at times. (AO1)	<b>O</b>	Split your work into paragraphs. (AO1)
<b>C</b>	The quotations that you use need to be embedded more carefully. (AO1)	<b>P</b>	Write in more detail about how the writer uses language. (AO2)
<b>D</b>	Include more literary terminology in your response. (AO1)	<b>Q</b>	Write in more detail about how the writer uses elements of form and structure/stagecraft. (AO2)
<b>E</b>	Check your use of punctuation, e.g. apostrophes. (AO1)	<b>R</b>	Your response does not consider how the text conforms to or deviates from generic conventions. (AO3/AO2)
<b>F</b>	Write in a more concise way so that you can cover more ground in your response. (AO1)	<b>S</b>	Your essay needs to bring in and explore contexts more (AO3)
<b>G</b>	Write in a formal essay style. (AO1)	<b>T</b>	Make more regular connections between/across texts (AO4)
<b>H</b>	Look carefully at your expression: at times your sentences run away with you and it makes your meaning unclear. (AO1)	<b>U</b>	Your response is imbalanced: it needs greater focus on ..... (AO4)
<b>I</b>	Make sure you write about the texts, events and characters as constructs; make reference to the writers more. (AO1)	<b>V</b>	Explore your own different interpretations of the text. (AO5)
<b>J</b>	Check your spelling. (AO1)	<b>W</b>	Your response does not fully explore the ambiguities and complexities of the text. Develop your points in more detail (AO2;AO3; AO5)
<b>K</b>	Foreground your argument more clearly: topic sentences, which you then develop, can help. (AO1)	<b>X</b>	Explore others' interpretations of the text. (AO5)
<b>L</b>	Write an effective conclusion. (AO1)	<b>Y</b>	Write more in the time available.
<b>M</b>	Provide more textual evidence (quotations) to support your points.	<b>Z</b>	Be more evaluative of your views/the views of others. (AO1/5)

Using the codes given, write down your specific areas for improvement by copying them from the table above, and/or, if the AO breakdown sheets have been used, by copying the relevant Level 5 box from the breakdown sheets.

### Target Setting Tips

Targets must be effortful and must produce tangible evidence to show for the work you have put in. Look at the list of preparation activities on the front of this exam wrapper, and the additional ideas below:

- Re-write improved versions of tasks completed in class / as DIL / in assessments in exam conditions. Follow a spaced retrieval schedule to ensure you do this more than once.
- Use questions banks and answer one a week and/or do a detailed plan and/or do a tightly focused paragraph
- Use the AO sheet to improve your assessment
- Type an exam response and use the comment function to articulate how you hit L4/L5 at different points, using the AO breakdown sheet
- Complete SPaG tests and re-test yourself until you get 100% (these can be bought cheaply or accessed online). Follow a spaced retrieval schedule of your own design. Look up rules for the apostrophe and test yourself.
- Create a knowledge bank of wider social, cultural and historical information (and critics' views for Othello), using the internet and the LRC. Add to it every week.
- Extend your subject understanding by reading literature-based resources, e.g. the emag or teacher recommendations

Setting deadlines:

- Give yourself around 4 weeks to work on your targets, so that you have time to see an improvement. It is not realistic to expect a marked improvement if you set a deadline of tomorrow, or even next week.
- If you set yourself a target to be completed in the distant future, you must set yourself interim targets to ensure you don't forget about it. Set yourself a weekly review date. Use your study periods: if you have one Lesson 1 on a Tuesday\*, make this your review date. This then gives you adequate and dedicated time to ensure you have worked on the targets you have set yourself.

\* This is just an example.

Now, based on your feedback, set yourself three key targets.

What are your targets for improvement? I need to work on...	What will you do to meet your target? Be specific. Use the grid on page 1 of this wrapper and the target setting tips on the next page to help you. I will evidence this by...	When will you review what you've done to meet your target? Consider final and interim targets. I will check my progress on...	Review: How successfully have you met your targets? What do you still need to do?

Level	Mark	AO1 = bullet point 1 Descriptor (AO1, AO2, AO3)	AO2 = bullet point 2	AO3 = bullet point 3
	0	No rewardable material.		
<b>Level 1</b>	1-4	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Makes little reference to texts with limited organisation of ideas. Limited use of appropriate concepts and terminology with frequent errors and lapses of expression.</li> <li>Uses a narrative or descriptive approach that shows limited knowledge of texts and how meanings are shaped in texts. Shows a lack of understanding of the writer's craft.</li> <li>Shows limited awareness of contextual factors.</li> </ul>		
<b>Level 2</b>	5-8	<b>General understanding/exploration</b> <ul style="list-style-type: none"> <li>Makes general points, identifying some literary techniques with general explanation of effects. Aware of some appropriate concepts and terminology. Organises and expresses ideas with clarity, although still has errors and lapses.</li> <li>Gives surface readings of texts relating to how meanings are shaped in texts. Shows general understanding by commenting on straightforward elements of the writer's craft.</li> <li>Has general awareness of the significance and influence of contextual factors. Makes general links between texts and contexts.</li> </ul>		
<b>Level 3</b>	9-12	<b>Clear relevant application/exploration</b> <ul style="list-style-type: none"> <li>Offers a clear response using relevant textual examples. Relevant use of terminology and concepts. Creates a logical, clear structure with few errors and lapses in expression.</li> <li>Demonstrates knowledge of how meanings are shaped in texts with consistent analysis. Shows clear understanding of the writer's craft.</li> <li>Demonstrates a clear exploration of the significance and influence of contextual factors. Develops relevant links between texts and contexts.</li> </ul>		
<b>Level 4</b>	13-17	<b>Discriminating controlled application/exploration</b> <ul style="list-style-type: none"> <li>Constructs a controlled argument with fluently embedded examples. Discriminating use of concepts and terminology. Controls structures with precise cohesive transitions and carefully chosen language.</li> <li>Demonstrates discriminating understanding of how meanings are shaped in texts. Analyses, in a controlled way, the nuances and subtleties of the writer's craft.</li> <li>Provides a discriminating analysis of the significance and influence of contextual factors. Makes detailed links between texts and contexts.</li> </ul>		
<b>Level 5</b>	18-21	<b>Critical and evaluative</b> <ul style="list-style-type: none"> <li>Presents a critical evaluative argument with sustained textual examples. Evaluates the effects of literary features with sophisticated use of concepts and terminology. Uses sophisticated structure and expression.</li> <li>Exhibits a critical evaluation of the ways meanings are shaped in texts. Displays a sophisticated understanding of the writer's craft.</li> <li>Presents a sophisticated evaluation and appreciation of the significance and influence of contextual factors. Makes sophisticated links between texts and contexts.</li> </ul>		

Level	Mark	Descriptor (AO5)
	0	No rewardable material.
<b>Level 1</b>	1-2	<b>Descriptive</b> <ul style="list-style-type: none"> <li>Shows limited awareness of different interpretations and alternative readings of texts. Limited linking of different interpretations to own response.</li> </ul>
<b>Level 2</b>	3-5	<b>General exploration</b> <ul style="list-style-type: none"> <li>Offers straightforward explanations of different interpretations and alternative readings of texts. Some support of own ideas given with reference to generic different interpretations.</li> </ul>
<b>Level 3</b>	6-8	<b>Clear relevant exploration</b> <ul style="list-style-type: none"> <li>Offers clear understanding of different interpretations and alternative readings of texts. Explores different interpretations in support or contrast to own argument.</li> </ul>
<b>Level 4</b>	9-11	<b>Discriminating exploration</b> <ul style="list-style-type: none"> <li>Produces a developed exploration of different interpretations and alternative readings of texts. Discussion is controlled and offers integrated exploration of different interpretations in development of own critical position.</li> </ul>
<b>Level 5</b>	12-14	<b>Critical and evaluative</b> <ul style="list-style-type: none"> <li>Applies a sustained evaluation of different interpretations and alternative readings of texts. This is supported by sophisticated use of application of alternative interpretations to illuminate own critical position.</li> </ul>