Standardisation booklet

Year 7 Autumn Term

Oliver Twist by Charles Dickens

The comments are **coded** by the following strands to guide **qualitative analysis and comparison** between essays to support forward planning and re-teaching. If your school are not required to give grades to students, we recommend using the strands below.

Code	Descriptor	Tests students' ability to:
RO	**Response & organisation**	• Read and comprehend the text • Make an informed personal response about a text's meaning • Organise ideas in response to a text
AIE	**Analysis, inference & evaluation**	• Know Tier 2 vocabulary and use it to interpret meaning • Make reasoned inferences about a text based on knowledge • Suggest writer's purpose, intention, and perspective • Show understanding of multiple interpretations of a text • Evaluate statements by drawing on knowledge about the text and context
CC	**Context and concepts**	• Apply contextual knowledge to the understanding of a text • Apply knowledge of themes and concepts e.g. class, poverty • Apply knowledge of literary context and concepts e.g. writer's choices of form, structure, and language (e.g. novel, soliloquy)
TA	**Technical accuracy**	• Use a wide range of vocabulary and sentence structures • Punctuate sentences accurately and for meaning • Embed quotations with accurate punctuation • Demonstrate accuracy in spelling, punctuation, and grammar

Using comparative judgement

We promote the use of the standardisation booklets prior to using mark scheme rubrics.

Performance descriptors can be problematic, giving the illusion of a common language without delivering precise or reliable information about how students are performing or progressing.

While rubrics can be useful to fine tune marking, we have found that standardisation booklets, containing real student work, give a clearer and more accurate insight into how students are doing.

As humans, we are better at comparing students' work to make decisions about its relative quality, than making isolated judgements based on one piece of work.

Guide to grades in English Mastery

English Mastery recommends focusing on formative feedback, with only one summative end of year assessment using grading.

If your school requires grading for end of unit assessments, you can use the grades in this standardisation booklet for reference.

These use the language of National Percentile Ranks (NPR) in our assessment materials. This can tell us where a student ranks relative to their peers at specific points in the year.

The higher the number, the better. For example, a student with an NPR of 65 would be better than 64% of students. They would be in the top 35% of students in the country at this point in Year 7.

If students make nationally expected progress, we expect them to remain at the same NPR throughout their school careers. Students who make more than expected progress will rise in the NPR and students who make less than expected progress will fall in the NPR.

You will need to speak to your SLT Champion to confirm how to use the standardisation materials with your school's assessment policy.

For convenience, we have provided the following conversion tables to convert NPRs to other, commonly used assessment measures. With any conversion, there is always a compromise to the accuracy and reliability of the converted levels. They are ordered from most to least reliable.

System 1: Keep scores as NPR (*recommended*)

Award students an NPR for each assessment. This will be a percentile rank from 1 – 100. *N.B. This is not the same as converting a raw score and converting it into a percentage, as on, for example, a maths exam.*

System 2: Convert NPR into age-related GCSE 1-9

Award students an age-related GCSE 1-9 grade. As with NPR, students making expected progress will remain at the same grade throughout their school careers.

National percentile rank (source: Ofqual)	Age-related GCSE 1-9
1	1
2 – 6	2
7 – 29	3
30 – 49	4
50 – 68	5
69 – 83	6
84 – 92	7
93 – 97	8
98 – 100	9

For reference: Key Stage 2 SAS as National Percentile Rank (source: DfE)

KS2 Standardised Ability Score	National Percentile Rank
80	1
81	1
82	1
83	1
84	2
85	2
86	3
87	3
88	4
89	4
90	6
91	6
92	7
93	9
94	10
95	12
96	14
97	16
98	20
99	22

100	25
101	31
102	34
103	38
104	42
105	46
106	51
107	60
108	66
109	71
110	76
111	76
112	81
113	86
114	90
115	94
116	94
117	97
118	98
119	98
120	100

Glossary:

NPR: National Percentile Rank

Sara	Representative NPR range: 98 - 100 Standardised age-related grade: 9 NPR: 99

Representative NPR range: This essay has been selected because it is a good example of student performance at this attainment range. The precise NPR of this assessment cannot be calculated exactly.

Standardised age-related grade: This essay is representative of this age-related GCSE 1-9 grade (i.e. if the student were to continue to make nationally expected progress, they would achieve this grade at the end of year 11).

NPR: The student's NPR on the GL PTE assessment, used to calibrate teacher standardisation. For reference only.

Students have been anonymised.

Alex

Representative NPR range: 98 - 100

Standardised age-related grade: 9

NPR: 99

Bill Sikes is a character from the novel Oliver Twist, by Charles Dickens. The author presents Bill as a cruell and barbaric character. He plays the role of a criminal who will kill to have his own way and even kidnaps Oliver Twist (the hero of the story). This essay will explain in detail the personality of Bill Sikes and what his actions reflect about him.

In the text, Bill Sikes is presented as a violent criminal. This is shown with the phrase 'look in an unfinished form without a set of fetters to garnish them.' Since the story is set in the Victorian era, criminals were often chained and cuffed by their ankles, as with the term 'fetters'. The fact that Bill Sikes looks unfinished without a set of chains shows the reader that he is visibly a criminal and deserves to be locked up. Also, Fagin is a criminal just like Bill but is not described as horribly and this suggests that Bill is more of a criminal. Another way of interpreting this quote is that since Bill looks like a criminal, he must be easy to recognize as a wrong doer. This means he must be especially good at being unseen and unnoticed because he has not been caught yet.

Furthermore, Bill Sikes is presented by the writer as a cold-hearted, violent and abusive man – especially towards his girlfriend Nancy. This becomes apparent when Nancy is warning Oliver about Bill and shows him the 'livid bruises on her neck and arms'. This theory is explored further when (towards the end of the book) Bill is 'grasping her by the head and throat and dragging her.' The reader at this point would feel hatred and anger toward Bill for he is hurting the very character who saves Oliver Twist.

Carrying on from my previous point, the character Bill Sikes is portrayed as selfish, violent and heartless. The fact that he is causing pain to the only person he loves and trusts, gives the reader the impression that Bill cares for no-one but himself. Dickens presented this character in this way to suggest that he is the man behind it all and he may be a harm to Oliver later on.

As with my first point, Bill Sikes is continually referred to as a criminal. He seems to be well practiced in the art of crime and even a proffessional.

The fact that when entering the house 'he opened it, softly, with a key; strode lightly up the stairs,' proves that he has planned and prepared a feat like this many times. Also, because he is furious at Nancy when this occurs, it is even more unusual for him to be thinking sensibly and rationaly. Whilst attempting to break open a lock, Dickens states that 'a brief exersise of Mr Sikes' art sufficed.' This quote points towards the fact that Bill Sikes is used to breaking into homes. The two quotes reffer to Bill entering house, which implies that it is a practice he does regularly. The reader will feel wary of the criminal because he is very skilled and hard to escape from.

After all the negative points about Bill Sikes, it is important to recognise his inner feelings. This is shown by the writer when 'The murderer staggering backward to the wall and shutting out the sight with his hand.' The phrase

reffers to when Bill is murdering Nancy and is preparing to take the final blow at her. The fact that Bill is shutting it out with his hands gives the reader an impression that he may still care for his girlfriend. The writer might have added this in to show that Bill Sikes is not all bad and he shows flashes and snippets of his inner self.

When Bill Sikes realizes what he has done, he might has felt guilty, since Nancy was his only companion and love. He also 'siezed a heavy club and struck her down'. This links with the previous quote because he may have wanted to then finish quickly and end her suffering.

Overall, Bill Sikes is described as being abusive, selfish and violent. He creates much of the tension in the story and is vital in the way the novel continues. Although he is mainly described as a negative character, he is shown to have remorse and regret towards some of his choices in the novel.

ALEX Summary comments

RO: Response and organisation - This response is well-structured, thoughtful and responsive to the question, exploring the extract and whole novel in a carefully crafted essay. The paragraphs are clearly organised. The essay progresses in a logical and developed way, staying mostly formal throughout.

AIE: Analysis, inference and evaluation - The analysis delves into Bill's character in a detailed manner, using precise textual evidence from across the novel. The progression of Bill's character is explored, as well as an interesting alternative interpretation of his actions. It is pleasing to see some original ideas which highlights the pupil's high level of engagement with the text.

CC: Concepts and context – Awareness of the text as a construct is evident, with references to potential writer's intent and reader responses, along with the structural function of Sikes in the novel (character contrast and building tension). The contextual and thematic reasons for Dickens' portrayal of Bill Sikes could have been even further explored.

Overall, a well-structured, thoughtful and impressive Year 7 essay.

ALEX TA: Technical Accuracy (best fit from rubric descriptor)

	G1 (KS2 G2, G3, G5) **Using sentences & punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Developed & detailed	**Sentence structures and punctuation are consistently used accurately and with control to develop meaning and explore detail.**	**A range of advanced vocabulary is used appropriately and is mostly accurate.** **Most spelling is accurate.**	**Register is mostly academic and formal, with some lapses into informality e.g. an occasional contraction. Accurate literary terminology is used to support developed and detailed analysis. Verb forms, tenses and subject-verb agreement are accurate.**
	There is an impressive range of sentences with some advanced structures confidently used. There is evidence throughout of correctly using advanced punctuation such as commas to mark more complex clauses. However, there are instances of commas placed unnecessarily.	All spelling of basic words is correct and there is evidence of using more advanced vocabulary correctly. There are still some misspellings such as 'proffessional', 'reffers' and 'exersise'.	Control of tense is accurate throughout. A more complex apostrophe, on Sikes', is used accurately. There are a couple of examples of unclear sentence phrasing, such as Sikes being 'behind it all'.

Brandon

Representative NPR range: 93 – 97

Standardised age-related grade: 8

NPR: 94

Bill Sikes is an extremely important character throughout the Oliver Twist novel. During the Victorian era, people believe that being poor was a choice and that all those who chose to be poor should be harshly punished. However, after reading about Bill Sikes and his life style can realise it is not a choice at all and is extremely unpleasant way of living life.

When Bill Sikes is first described to us in the novel, Charles Dickens says "always look in an unfinished and incomplete state without a set of fetters." When something is incomplete or unfinished, it means it's missing something vital to be a whole thing. Fetters are used on dangerous criminals and this suggests that Bill is unfinished without his life of crime and all illegal actions. Fetters are used to control wild people or animals that cannot be trusted to be alone or untamed as they are violent, cruel or unsafe to be around. This could reflect the damage Bill could do if he is not kept under control. He is therefore dangerous.

A bit later on in the Novel, Bill becomes extremely angry at his dog for wagging his tail while Bill is sitting in silence. Out of anger, he then kicks the dog with all his might, sending him to the other side of the room. "They required all the relief derivable from kicking an unoffending animal." For Bill Sikes, to feel relief after hurting his dog shows how he hurts others for his own good and to make himself happy. It also shows that Bill can snap and be violent extremely easily. If then says the dog was unoffending which means Bill kicked for no reason and just to hurt the dog. This shows Bill can be unreasonable and does things stupidly.

After Bill forces Oliver to go on a 'job' with Charley and Dodger, he is framed and taken to court however he passes out during his sentencing and is taken home and cared for by Mr Brownlow. After Bill and his partner in crime (Fagin) find Oliver is living a happy healthy life and is out there with information about both of them that could imprison them for life if it were told to the police, they decide they must kidnap Oliver again before it's too late. Nancy was the only person Oliver would trust therefore she had to kidnap him however she had built a bond with Oliver and did not want to do it yet was forced by Bill "As he squeezed her arm tighter." This shows that Bill used his strength and violent mind to viciously make Nancy do what she didn't want to. To keep squeezing 'tighter' shows that he is persistent and will use violence until he gets his own way.

After hearing about the three incidents with Bill, it is clear that he is a vicious, forceful and violent character who always turns to violence and aggression when wanting his own way. Bill will often take advantage of anything he can if it means he comes out better off. This includes people, animals and even the law.

BRANDON Summary comments

RO: Response and organisation - A logical, well-organised response to the question, with a clear sense of purpose and direction, with clearly signposted exploration of Sikes' actions throughout the novel. Some slippages into descriptive 'retelling the story' and loss of focus on the line of argument about the character, affected the quality of the essay as a whole.

AIE: Analysis, inference, and evaluation – Precise evidence selected to demonstrate Bill's behaviour throughout the novel, with thoughtful and sophisticated understanding of the language choices and the impact.

CC: Concepts and context - Clear understanding of the novel as a construct and reference to the impact of writer's choices. Confident application of contextual understanding to character analysis in the introduction.

BRANDON TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences & punctuation accurately and creatively for purpose, meaning and impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Developed & detailed	**Using sentences & punctuation accurately and creatively for purpose, meaning & impact**	**Using a wide range of vocabulary with accurate spelling**	**Understanding and employing appropriate grammar, register, and terminology**
Specific comments	Sentence structure – some impressive and advanced structures used but some instances evident of run-on sentences. Use of advanced punctuation, such as commas to mark clauses, are generally correct and used consistently.	There is evidence of some more advanced vocabulary used correctly. Most spelling is accurate..	Control of tense is accurate and pronouns are generally used clearly. There are some sentences which are awkwardly phrased.

Chantelle

Representative NPR range: 84 – 90

Standardised age-related grade: 7

NPR: 90

The book 'Oliver Twist' was written by Charles Dickens in the Victorian era. It was written to show how hard life was for poor people in the Victorian era. It shows the conditions that poor people live in that drive them to commit crime to live.

In the extract Bill Sikes is shown as a criminal like. This is shown in the quote 'an unfinished and incomplete state without a set of fetters.' This is because fetters were used to bind dangerous criminals so that when they are being taken to prison they cannot escape. This suggests Sikes could be a criminal and/or a violent character in the story because Dickens is saying that Bill is not finished without chains to bind his legs together. This can show Bill must be binded up to be controlled by other characters in the story and that he could be a powerful man.

Bill Sikes can be shown as violent as shown in the quotation 'Get up, or I'll strew your brains upon the grass.' This suggests Bill can be very threatining towards people who anger him or displease him. This could show that Bill is reckless and does not think about what will change if he commits bad actions. The quotation shows Bill is quick to anger and is easily enraged by most people he knows. This is because all Oliver is doing is not getting up and Sikes is threatening to lay Oliver's brains on the grass. Sikes can be shown as violent at many points in the novel, like when he kills his own girlfriend, Nancy, for telling Mr Brownlow where Sikes lives and where he meets up with his friend, Fagin.

Bill Sikes can be shown as threatining. This is shown in the quote 'I'd grind his skull upon my heels.' This shows he is threatining towards people who are not nice to him or betray him. This shows he is quick to anger and can be very harmful when he is angry. This could suggest he can be violent to those who displease him and wound them badly or their wounds could be mortal wounds.

Bill Sikes can be shown as rough. This is shown in the quote 'been recently damaged by a blow. This suggests he gets into fights alot with strong people that can wound him heavily. This suggests he could be a criminal because he could have fought the people he was trying to steal from. This could mean he is poor since poor people were the majority of people who robbed for a living in the Victorian era.

In conclusion, Bill Sikes is a dangerous person who uses threats and violence to get through life, not caring about how others are affected with the way he does things. Sikes get into alot of fights, is a criminal like person who would kill so he could progress in life.

CHANTELLE Summary comments

RO: Response and organisation - The essay is well organised with a clear introduction, paragraphs with topic sentences and relevant conclusion. A formal register is maintained. The lack of variety in ideas, reflected in the simplistic and overly similar topic sentences, limited the opportunities for deeper or more exploratory analysis of Sikes' character. This could be resolved at the planning stage.

AIE: Analysis, inference, and evaluation - This response starts with very thoughtful and interesting analysis. All ideas are based on precisely selected quotations which are used as the basis for explanations. There are also instances of using the plot to support explanations which shows a detailed knowledge of the text and Bill's character, but this is not sustained throughout the whole essay.

CC: Concepts and context - The essay opens with an impressively explained contextual idea. However, this idea is not referred to subsequently, leading to the essay declining in quality by the end. The text is understood as a construct of the writer, although more connection could be made between character and themes.

CHANTELLE TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register, and terminology.**
Clear & secure	A reasonable range of sentence structures and punctuation are used mostly accurately; any errors do not hinder meaning in the response.	Relevant vocabulary is used, with some advanced vocabulary also used appropriately. Spelling of basic words is accurate. There are some errors in more complex spellings.	Register is a mix of academic and informal but this does not distract from intended meaning. Literary terminology is used accurately but sometimes reduced to feature-spotting. Verb forms, tenses and subject-verb agreement are mostly accurate.
Specific feedback	This essay uses all sentence types with confidence. There is one instance of a run-on sentence. Shows the ability to use more advanced punctuation to mark clauses. This could be done more consistently.	All basic words are spelt correctly and most advanced vocabulary. However, there are some misspellings of more advanced vocabulary such as 'threatining'.	Most of the grammar is accurate and the tense is consistent throughout. Some sentences are awkwardly constructed and so obscure meaning.

Dammy

Representative NPR range: 69 – 83

Standardised age-related grade: 6

NPR: 83

"Oliver Twist" is a bestselling novel written by the hugely famous author Charles Dickens in 1837. In this story, the main character, Oliver, falls victim to the criminal underworld. The leader of the gang, Bill Sikes, is a horrible thief. In this essay, we are going to look at how Bill is portrayed throughout the novel.

Bill is a dangerous and sneaky character. This is shown by the quote 'always looks in an unfinished and incomplete state without a set of fetters to garnish them.' This shows that Bill looks incomplete without handcuffs on him. This suggests that Bill is on the run. The word 'fetters' suggest that the police are trying to catch Bill Sikes, as handcuffs are police material. Dickens intention was to make the reader dislike Bill Sikes by describing him as dirty as a criminal. In the Victorian era, many thieves were on the run to evade capture by the police.

As well as being sneaky, Bill Sikes is also heartless. This is displayed by the quote, "Get up, or I'll strew your brains across the grass." This means that Bill would throw his brains across the grass if Oliver never got up. The word 'strew' explains the force he would use. Dickens intention was the make the reader feel sorry for Oliver as he has been left to the mercy of Bill Sikes. In the Victorian era, many people would use threatening behaviour or blackmail to receive what they wanted.

Even though Bill can be threatening and heartless, he is also violent. The quote that explain this is "I'd grind his skull under the iron heel of my boot." This displays that Bill would kill someone, just because of their betrayel. He wouldn't just cause a death. He would cause a slow and painful death, by stamping on the victim. The word 'grind' shows the way he is doing it in. Instead of lightly stepping on the person, he would stamp strongly on the victim. Dickens intention was to make the reader feel sorry for Nancy because she gets a slow and painful death for betraying Bill. In the Victorian era, many people fell victim to slow deaths, even though they don't deserve it.

In conclusion, I believe that even though Bill is talented, he decides to use it on evil ways. I conclude that Bill is a dangerous and violent character who thoroughly deserves to be hanged.

DAMMY Summary comments

RO: Response and organisation – The essay is a well-structured exploration of Sikes' character. All paragraphs are relevant to the question with ideas signposted and linked from paragraph to paragraph. The essay is appropriately introduced and concluded and includes some thoughtful ideas about Sikes' character which could have been explored more fully.

AIE: Analysis, inference and evaluation - Ideas are linked to precisely chosen quotations which links clearly to key moments in the plot. There are also instances of some thoughtful language analysis, although sometimes quotations were explained in a more explicit way. Although some alternative meanings were explored, ideas could be developed in more detail, especially by connecting more meaningfully to themes and context.

CC: Concepts and context – Writer's intent and the impact of choices upon the reader are considered and there is awareness of the text as a construct. Contextual information is added in a somewhat formulaic way with a 'bolt on' sentence at the end of each paragraph rather than an integrated or conceptualised approach which could consider how Sikes is a vehicle for Dickens' ideas, or how theme links to character.

DAMMY TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Clear & secure	A reasonable range of sentence structures and punctuation are used mostly accurately; any errors do not hinder meaning in the response.	Relevant vocabulary is used, with some advanced vocabulary also used appropriately. Spelling of basic words is accurate. There are some errors in more complex spellings.	Register is a mix of academic and informal but this does not distract from intended meaning. Literary terminology is used accurately but sometimes reduced to feature-spotting. Verb forms, tenses and subject-verb agreement are mostly accurate.
Specific feedback	Sentences were used accurately throughout. Advanced structures, such as using embedded clauses, are evident. Commas are used correctly to demarcate more complex sentence structures. Basic punctuation is used correctly.	Spelling of basic and some more advanced vocabulary is consistently correct throughout. There are some misspellings evident, such as 'betrayel'.	Most of the essay is written in the appropriate style, despite some moments of informality. Control of tense is accurate. The complex apostrophe is used incorrectly throughout and there are instances of incorrect pronoun use.

Elyjah

Representative NPR range: 50 – 68

Standardised age-related grade: 5

NPR: 60

In Chapter 13 from the famous Dickens novel, 'Oliver Twist', we are introduced to Bill Sikes – possibley the most evil villain in all of his storys. From Bills actions in the novel, we can quite clearely tell that he's more animal than human; his robberies and brutal temper is that of a starved lion and he doesn't hesistate to watch the life drain from your eyes.

"A stoutly built fwllow of about five and thirty, in a black velveteen coat, soiled drab breeches, lace up half boots, and grey stockings which enclosed a brutal pair of legs, with large welling claves; - the kind of legs which in such a costume, always look in a unfinished and incomplete state without a set of fetters to furnish them." From this description, we can tell he's an aggressive character who is clearly a criminal. This appearance makes you not want to go near him as you can tell he's some sort of bully but may not be the best idea as any experienced Police officer would be able to recognise him.

In chapter 15, Bill and his dog have a raging fight in which he threatens to cut the dog's throar (for twitching!). This is clear animal cruelty and also hints that he's a murderor. It hints at this because if he can kill his dog for twitching he wont have a problem killing anyone who annoys him, will he? His dog (Bullseye) also has hurt eyes and a fresh cut- probably from Bioll Sikes – which implie he's used to it.

In chapter 20 Nancy has captured Oliver and gives him to Bill Sikes. Fagin is there and warns Oliver "He's a rough man, and think nothing of blood when his own is upm". This implies that he gets into a lot of fights and doesn't think about the consequences of his actions, like if he killed someone: he wouldn't be thinking about it.

Bill hangs out in Filthy places like "a dark and gloomy den." This says a lot about Bills character, like he could be there because he's hiding from the plioce and he cant show his face anywhere else or maybe hes the one that made it like that. Maybe because he scares people away and makes them never come back, but he's also an alcoholic. You can tell this when it says "He smeared the bear from his face," Thia migt make the owners mant him there and no switch?

In chapter 47, Bill kills Nancy for snitching. Ashe snitches because she's afraid what will happen to oliver and wants to save him.' Bill dinds out Nancy bethrayed him and hilles her. This shows Bill's temper is so bad he would even go so far as to kill a loved one, whos loved him for years.

In Conclusion, I think Bill is an evil, short-tempered villain who thinks about no one but himself. He beats loved one and even his own dog for annoying him and has probably killed more humans in his lifetime.

ELYJAH Summary comments

RO: Response and organisation – The essay is organised clearly in chronological order. There is an introduction and conclusion on the essay. However, there are frequent informalities in style, rather than the formal register required for an essay. The essay shows evidence of an engaged personal response and a lively approach to the text. However, it lacks structure in terms of topic sentences to signpost ideas at the start of each paragraph, which in turn causes the essay to lack a clear direction. The response shows clear understanding of plot and character, but the approach is largely narrative, selecting key moments from the novel to explore Sikes' character.

AIE: Analysis, inference, and evaluation – Evidence is selected to illustrate Sikes' character, but the lack of topic sentences limits the organisation of ideas and argument. Clear understanding of Sikes is shown through the explanation of the evidence given and a good knowledge of the whole text is demonstrated. However, not all explanations are connected to the quotation and there is more explanation than analysis.

CC: Concepts and context – This answer is more focused on character than themes and concepts and engages personally with the characters in an exploratory way. However, it lacks critical distance, explaining characters as more like real people, rather than referring to writer's purpose or intent, context, or concepts. Thematic links are more implicit than deliberately explored.

ELYJAH TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Inconsistent	Sentence structures are simple, and punctuation is basic; limiting the ability to explore detail or complex meanings.	Vocabulary is basic. There may be errors in meaning when more advanced vocabulary is used. Spelling errors are frequent.	Register is mostly informal, as if the student were speaking rather than writing. Literary terminology may be absent or inaccurate. Verb forms, tenses and subject-verb agreement are often inaccurate.
Specific feedback	This essay uses the full range of sentence types. However, there are still run-on sentences. There are some instances of advanced punctuation, such as a semi-colon and dashes for an embedded clause. However, this is inconsistent.	Some more complex vocabulary is spelt correctly, such as 'villain' and 'appearance'. However, there are frequent errors in some more basic words.	Most of the tense and grammar is consistent. There are still moments where muddled language obscures meaning.

Sahar	Representative NPR range: 30 – 49 Standardised age-related grade: 4

There was a lot of crimes in 1857 Victorian London especially a villian, who goes by the name of Bill Sikes. He is a dangerous criminal that breaks into houses and manipulate little kids into stealing with him. Bill Sikes looks unfinished without fetters this shows he is a criminal who is very scary and people would'nt go to his bad side. If so he can become very dangerous.

Bil is a vicious person this is shown when the quotations says "Bill hissed He pushed Fagin up agains the wall this is saying that He has extreme and impulsive reactions and likes everything to be going his way.

Bill Sikes is also a Violent man. this is shown when Dickens says "His face was red with rage." This is explaining that Bill can lose his temper very easily and can do more than just threaten people. He can kill, injure and also torture. Bill has no patience and mostly takes his anger on his dog and even his own girlfriend Nancy and also the comrades he works wit to steal.

Bill is a very demanding person. this is also shown when the quotation says "Get up! murmed Sikes, trembling with rage, and drawing the pistol from his pocket, "Get up, or ill strew your brains upon the grass". This is saying that he can have no mercy and have no second thought about if he should shoot anbody or not.

Overall I think Bill is a person, who definetely deserves to suffer, die and have bad luck forever. He is impossible to be friends with and if you were friends with him he will probably him not very well. I think Dickens is trying to say not to trust anybody and believe them so easily.

SAHAR Summary comments

RO: Response and organisation – This essay has some clear and valid ideas about Sikes' character and gives a personal response to the question which shows understanding of character and plot. Ideas about Sikes are expressed through simple topic sentences, which are not clearly linked from one paragraph to the next. The essay is organised clearly using simple topic sentences, an introduction and conclusion. However, the sense of the purpose in the introduction and conclusion, and understanding of wider themes and context, is limited.

AIE: Analysis, inference, and evaluation – Relevant quotations are selected which link to the ideas in simple topic sentences. There are some instances of more developed explanations. To attain a higher grade, this pupil would need to ensure all ideas are fully developed in every paragraph and give a wider range of evidence from across the text.

CC: Concepts and context – Awareness of the text as construct is shown through reference to Dickens and at the end of the essay to writer's purpose and message.

SAHAR TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences & punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Inconsistent	Sentence structures are simple, and punctuation is basic; limiting the ability to explore detail or complex meanings.	Vocabulary is basic. There may be errors in meaning when more advanced vocabulary is used. Spelling errors are frequent.	Register is mostly informal, as if the student were speaking rather than writing. Literary terminology may be absent or inaccurate. Verb forms, tenses and subject-verb agreement are often inaccurate.
Specific feedback	This essay uses mostly simple and compound sentences. However, there are still run-on sentences. There are some instances of commas being used correctly eg. in a list. However, there are some missing capital letters and full stops.	Some more complex vocabulary is spelt correctly, such as 'manipulate' and 'impulsive'. However, there are errors in some more basic words.	Some inconsistencies with subject/verb agreement.

Gabriel

Representative NPR range: 7 – 29

Standardised age-related grade: 3

NPR: 18

In the novel Oliver Twist, Bill Sikes is presented as a savage, evil and cold Harted man. In Victorian times men like Bill Sikes could get away with anything because the police was just new to them.

Bill Sikes is presented asa savage man in the extract. We can see this in the quote, "He smeared the beer from his face as he spoke." The use of smeared show us that Bill is a Savage man. Dickens highlights we should all be scared of Bill Sikes you don't know what he can do.

Bill Sikes is a evil character. We see this when he says to Oliver, "get up!" Murmured Sikes and drawing the pistol from his pocket, "get up or I'll strew your brains upon the grass. Brains and strew shows that everyone should be scared of he is 19urdering.

Bill Sikes is a savage character. We see this when he says to Oliver, "If he was left alive till I came, I'd grind his into as many grains as there are hairs upon his head… I could smash your head as if a louded wagon had gone over it." Smash and grind Shows that bill sikes is a savage person.

Bill Sikes is a cold harted character. We now this when he murderd Nancy. "He beat it twice with all the fource he could summon… Staggering backward to the wall seized a havey club and struck her down." Staggering and struck means that he can kill anyon and everyone that is a MURDERAR.

I think Bill Sikes has changed through out the text because he went from a robber to muderar. My feelings changed because a robber is bad but going from a robber to 19urdering your own girlfriend if just evil.

GABRIEL Summary comments

RO: Response and organisation - Clear attempt to write in the essay style. All paragraphs are relevant to the question and are clearly structured with a topic sentence, evidence, and explanation of ideas. The essay is appropriately introduced and concluded. This essay shows a clear understanding of the plot of the novel and Bill's character.

AIE: Analysis, inference, and evaluation - The pupil clearly interacts with the text, using well-chosen quotes to prove their ideas. However, the explanations could be more developed.

CC: Concepts and context - Awareness of 'Oliver Twist' as a Victorian novel by Dickens with some attempts to connect character to theme in the introduction. Awareness of writer's choices and impact on the reader shown.

GABRIEL TA: Technical Accuracy (best fit from rubric descriptor)

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Inconsistent	Sentence structures are simple, and punctuation is basic; limiting the ability to explore detail or complex meanings.	Vocabulary is basic. There may be errors in meaning when more advanced vocabulary is used. Spelling errors are frequent.	Register is mostly informal, as if the student were speaking rather than writing. Literary terminology may be absent or inaccurate. Verb forms, tenses and subject-verb agreement are often inaccurate.
Specific feedback	Use of full stops are correct throughout and there are no run-on sentences. There are also some instances of using compound sentences. There is also evidence of correctly using a comma in a list.	Spelling of basic words is mostly correct. There are some attempts at using more complex words which are always misspelt.	Control of tense is mostly accurate. There are some awkwardly phrased sentences and misuse of 'a' instead of 'an'.

Hiren

Representative NPR range: 2 – 6

Standardised age-related grade: 2

NPR: 6

In this extract bill is violent. 'One of which displayed various particoloured symptoms of having been recently damaged by a blow.'

Bill is so angry to everyone. Bill turned on his heel and stormed towards the door That proves that he is bossey. Bill was so angry that nancy Betrayed him he was so egar to kill her. And he is always mean to nancy even thow he loves her so much.

He also abuses his dog. He chucked a pewter measure at his dog which he levellet at his head. That proves that he hits his dog. He is so violent and brutal to his dog he is a animal abuser.

He also growles out words. He also acts like a animal all the time. He has a rought and angry voice. He is also a criminal and is dangerous and very Bossy. And is someone who doesn't do wat he wants the hit them.

HIREN Summary comments

RO: Response and organisation – This essay responds to the question and shows understanding of Sikes' main character traits through expressing simple ideas. There is a clear attempt to write in a formal register and to construct an essay. Paragraphs are used but not in an organised way, however all points are relevant to the question. There is no introduction or conclusion.

AIE: Analysis, inference, and evaluation - The pupil selects a quote from the extract but is unable to develop an explanation about it. The other paragraphs have some relevant textual references, rather than quotations, and link to simple ideas.

CC: Concepts and context – No evidence of understanding the novel as a construct, the writer's intent or purpose, or the impact of writer's choices on the reader.

HIREN TA: Technical Accuracy

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Inconsistent	Sentence structures are simple, and punctuation is basic; limiting the ability to explore detail or complex meanings.	Vocabulary is basic. There may be errors in meaning when more advanced vocabulary is used. Spelling errors are frequent.	Register is mostly informal, as if the student were speaking rather than writing. Literary terminology may be absent or inaccurate.

			Verb forms, tenses and subject-verb agreement are often inaccurate.
	Simple sentences are used throughout. Some are correctly punctuated but there are frequent run-on sentences. There are frequent errors with the use of full stops and capital letters.	Some more complex words, such as 'criminal' and 'dangerous', are spelt correctly. However, there are frequent errors with basic words.	There is evidence of tense being controlled. However, pronouns are frequently used ambiguously. Also, many sentences begin with 'and'.

Issa

Representative NPR range: 1

Standardised age-related grade: 1

NPR: 1

Bill Sykes is a violent person is the trempling with range, and drawing the pistol from is pocte. Bill Sykes is a monster because he Keled Nancy. Bill Sykes is the murder staggering and maliciuse it's a criminal In the short time he has to collecte his sense the boy had finnaly resolved that stealthinly. He is violenet acuse people.He had a broad heavy face With a beard of three days growth, and two scoing eyes; one of wich has bruised having been recently damanged by a fith. the man who growled out these Words, was a strong man of about five-and-thirty, in a black vilved coat, very dirty trousers, lace-up half boots, and very grey cotton socks.

ISSA Summary comments

RO: Response and organisation – This response focuses on the character of Bill Sykes and begins to organise points about Bill's appearance.

AIE: Analysis, inference, and evaluation - The pupil is able to make limited inferences about Bill Sykes. Namely that he is like a monster because he is violent.

CC: Concepts and context – No evidence of understanding the novel as a construct, the writer's intent or purpose, or the impact of writer's choices on the reader.

ISSA TA: Technical Accuracy

Descriptor	**G1** (KS2 G2, G3, G5) **Using sentences and punctuation accurately and creatively for purpose, meaning & impact**	**G2** (KS2 G6) **Using a wide range of vocabulary with accurate spelling**	**G3** (KS2 G1, G4, G7) **Understanding and employing appropriate grammar, register and terminology**
Inconsistent	Sentence structures are simple, and punctuation is basic; limiting the ability to explore detail or complex meanings.	Vocabulary is basic. There may be errors in meaning when more advanced vocabulary is used. Spelling errors are frequent.	Register is mostly informal, as if the student were speaking rather than writing. Literary terminology may be absent or inaccurate. Verb forms, tenses and subject-verb agreement are often inaccurate.
	Simple sentences are used throughout. Some are correctly punctuated but there are frequent run-on sentences. There are frequent errors with the use of full stops and capital letters.	Some more complex words, such as 'criminal' and 'dangerous', are spelt correctly. However, there are frequent errors with basic words.	There is evidence of tense being controlled. However, pronouns are frequently used ambiguously. Also, many sentences begin with 'and'.