me: **Date:**

signment:

e attached instruction sheet.

cher's Comment can be found *overleaf / at end of student's work* * *circle one*

udent Comment:
flect on what you are happy about in your work, and on what you can do to improve.

rent's Signature:
ase sign here to show you have seen the work and understood the grade.

Criterion (analysis)		Criterion (organisation)		Criterion (language/communication)
i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	**1-2**	i. makes **minimal** use of organisational structures though these may not always serve the context and intention ii. organises opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.	**1-2**	i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	**3-4**	The student: i. makes **adequate** use of organisational structures that serve the context and intention ii. organises opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	**3-4**	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes** hinder communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes** hinder communication v. makes **some** use of appropriate non-verbal communication techniques.
The student: i. **competently** analyses the content, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	**5-6**	The student: i. makes **competent** use of organisational structures that serve the context and intention ii. organises opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	**5-6**	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.
The student: i. provides **perceptive** analysis of the content, context, language, structure, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.	**7-8**	The student: i. makes **sophisticated** use of organisational structures that serve the context and intention effectively ii. **effectively** organises opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.	**7-8**	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.