

me:

Date:

Assignment:

See attached instruction sheet.

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

Student Comment:

Reflect on what you are happy about in your work, and on what you can do to improve.

Parent's Signature:

Please sign here to show you have seen the work and understood the grade.

<p>i. makes minimal use of organisational structures though these may not always serve the context and intention</p> <p>ii. organises opinions and ideas with a minimal degree of coherence and logic</p> <p>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.</p>	<p>1-2</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to develop ideas.</p>	<p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>1-2</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors often hinder communication</p> <p>v. makes limited and/or inappropriate use of non-verbal communication techniques.</p>
<p>The student:</p> <p>i. makes adequate use of organisational structures that serve the context and intention</p> <p>ii. organises opinions and ideas with some degree of coherence and logic</p> <p>iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>The student:</p> <p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas</p> <p>3-4</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>The student:</p> <p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>3-4</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication</p> <p>iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication</p> <p>v. makes some use of appropriate non-verbal communication techniques.</p>
<p>The student:</p> <p>i. makes competent use of organisational structures that serve the context and intention</p> <p>ii. organises opinions and ideas in a coherent and logical manner with ideas building on each other</p> <p>iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.</p>	<p>The student:</p> <p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>5-6</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>The student:</p> <p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>5-6</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication</p> <p>v. makes sufficient use of appropriate non-verbal communication techniques.</p>
<p>The student:</p> <p>i. makes sophisticated use of organisational structures that serve the context and intention effectively</p> <p>ii. effectively organises opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way</p> <p>iii. makes excellent use of referencing and formatting tools to create an effective presentation style.</p>	<p>The student:</p> <p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>7-8</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>	<p>The student:</p> <p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>7-8</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p> <p>iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective</p> <p>v. makes effective use of appropriate non-verbal communication techniques.</p>