

Name:

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