

**Name:** \_\_\_\_\_ **Date:** November 2013

**Assignment:**

**Grades**

<b>Criterion A</b>	Content	/10
<b>Criterion B</b>	Organisation	/10
<b>Criterion C</b>	Style and Language	/10

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

**Teacher Comment:**

**Student Comment:**

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

0 Level 1 is not achieved	0 Level 1 is not achieved	0 Level 1 is not achieved
<p>1-2 The student demonstrates a <b>very limited understanding</b> of the text and topic, with <b>little or no awareness</b> of the author's choices. There is <b>little or no detail, development or support</b>.</p> <p>In creative work, pieces show <b>very limited imagination or sensitivity</b>; the student <b>rarely</b> employs literary features, or employs literary and /or non-literary features that <b>do not</b> serve the context or intention.</p> <p>The use of terminology is <b>missing, inconsistent and/or incorrect</b></p>	<p>1-2 The student <b>rarely</b> employs organisational structures and/or language-specific conventions, or uses those that <b>do not</b> serve the content and intention.</p> <p>The work is generally <b>disorganised, unclear and/or incoherent</b>.</p> <p>The student employs critical apparatus <b>inappropriately or not at all</b>.</p>	<p>1-2 The student employs a <b>very limited range of appropriate</b> vocabulary, idiom and sentence structure. There are <b>very frequent</b> errors in grammar and syntax, which <b>persistently hinder</b> communication.</p> <p>There is <b>little or no</b> evidence of a register and style that serve the context and intention.</p> <p>There are <b>very frequent errors</b> in punctuation and spelling/writing, which <b>persistently hinder</b> communication. In oral/presentation work there is <b>little or no</b> competence in oratory technique.</p>
<p>3-4 The student demonstrates <b>limited</b> understanding of the text and topic, and <b>sometimes</b> shows an awareness of the author's choices, although detail, development and/or support are <b>insufficient</b>.</p> <p>In creative work, pieces show <b>limited imagination or sensitivity</b>; the student <b>attempts</b> to employ literary features and /or non-literary features; these <b>sometimes</b> serve the context and intention.</p> <p>The use of terminology is <b>sometimes</b> accurate and appropriate.</p>	<p>3-4 The student <b>sometimes</b> employs organisational structures and/or language-specific conventions that serve the content and intention.</p> <p>The work shows the <b>beginnings</b> of organisation, but <b>lacks coherence</b>.</p> <p>The student employs critical apparatus with <b>limited success</b>.</p>	<p>3-4 The student employs a <b>limited range of appropriate</b> vocabulary, idiom and sentence structure. There are <b>frequent errors</b> in grammar and syntax, which <b>hinder</b> communication.</p> <p><b>Some evidence</b> exists of a register and style that serve the context and intention.</p> <p>There are <b>frequent errors</b> in punctuation and spelling/writing, which <b>hinder</b> communication. In oral/presentation work there is <b>some</b> competence in oratory technique.</p>
<p>5-6 The student demonstrates <b>sufficient</b> understanding of the text and topic, and an <b>awareness</b> of the author's choices using <b>adequate detail, development and support</b>.</p> <p>In creative work, pieces reflect <b>some imagination and sensitivity</b>; the student <b>generally</b> employs literary and /or non-literary features that serve the context or intention.</p> <p>Terminology is <b>usually</b> accurate and appropriate.</p>	<p>5-6 The student <b>usually</b> employs organisational structures and/or language-specific conventions that serve the content and intention.</p> <p>The work is <b>generally organised</b>, clear and coherent</p> <p>The student <b>generally</b> employs critical apparatus <b>correctly</b>.</p>	<p>5-6 The student generally employs a <b>range of appropriate</b> vocabulary, idiom and sentence structure. Grammar and syntax are <b>generally</b> accurate; <b>occasional</b> errors <b>sometimes hinder</b> communication.</p> <p>The student <b>often uses</b> a register and style that serve the context and intention.</p> <p>Punctuation and spelling/writing are <b>generally</b> accurate; <b>occasional</b> errors <b>sometimes hinder</b> communication. In oral/presentation work there is <b>adequate</b> competence in oratory technique.</p>
<p>7-8 The student demonstrates a <b>good</b> understanding of the text and topic, and the author's choices, using <b>substantial detail, development and support</b>.</p> <p>In creative work, pieces reflect <b>imagination and sensitivity</b>; the student employs literary and /or non-literary features that serve the context or intention.</p> <p><b>Relevant</b> terminology is used <b>accurately and appropriately</b>.</p>	<p>7-8 The student <b>consistently</b> employs organisational structures and language-specific conventions that serve the content and intention.</p> <p>The work is <b>usually well-organised, clear and coherent</b>, and the ideas being expressed <b>build on</b> each other.</p> <p>The student employs critical apparatus <b>correctly</b>.</p>	<p>7-8 The student employs a <b>range of appropriate</b> vocabulary, idiom and sentence structure. Grammar and syntax are <b>accurate</b>; occasional errors <b>rarely hinder</b> communication.</p> <p>The student <b>consistently uses</b> a register and style that serve the context and intention.</p> <p>Punctuation and spelling/writing are <b>accurate</b>; occasional errors <b>rarely hinder</b> communication. In oral/presentation work there is a <b>good level of</b> competence in oratory technique.</p>
<p>9-10 The student demonstrates a <b>perceptive</b> understanding of the text, topic and the author's choices, <b>consistently</b> using <b>illustrative detail, development and support</b>.</p> <p>In creative work, pieces reflect a <b>lot of imagination and sensitivity</b>; the student employs literary and /or non-literary features <b>effectively</b> that serve the context and intention.</p> <p>The student shows a <b>sophisticated</b> command of the <b>relevant</b> terminology, and uses it appropriately.</p>	<p>9-10 The student consistently employs <b>sophisticated</b> organisational structures and language-specific conventions that serve the content and intention.</p> <p>The work is <b>consistently</b> well-organised, clear and coherent, and the ideas being expressed <b>build on</b> each other in a <b>sophisticated manner</b>.</p> <p>The student <b>integrates</b> critical apparatus correctly and <b>effectively</b>.</p>	<p>9-10 The student employs a <b>wide and effective range of appropriate</b> vocabulary, idiom and sentence structure. Grammar and syntax are <b>accurate</b>; <b>very infrequent</b> errors do not <b>hinder</b> communication.</p> <p>The student demonstrates <b>mastery</b> of a register and style serve the context and intention.</p> <p>Punctuation and spelling/writing are <b>accurate</b>; <b>very infrequent</b> errors do not hinder communication. In oral/presentation work there is a <b>high level of</b> competence in oratory technique.</p>