

Name:	Date: November 2013
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Assignment:

Grades

Criterion A	Content	/10
Criterion B	Organisation	/10
Criterion C	Style and Language	/10

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

Teacher Comment:

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