Criterion A: Analysing

i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. analyse the effects of the creator’s choices on an audience

iii. justify opinions and ideas, using examples, explanations and terminology

iv. evaluate similarities and differences by connecting features across and within genres and texts.

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| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:  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. |
| 3–4 | 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. |
| 5–6 | The student:  i. competently analyses the content, context, 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. |
| 7–8 | The student:  i. provides perceptive analysis of the content, context, language, structure, technique, 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. |

Criterion B: Organizing

**Maximum: 8**

At the end of year 5, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a sustained, coherent and logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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| **Achievement level** | **Level descriptor** | **Task-Specific Clarification** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |  |
| 1–2 | The student:  i. makes **minimal** use of organizational structures though these may not always serve the context and intention  ii. organizes 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. |  |
| 3–4 | The student:  i. makes **adequate** use of organizational structures that serve the context and intention  ii. organizes 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. |  |
| 5–6 | The student:  i. makes **competent** use of organizational structures that serve the context and intention  ii. organizes 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. |  |
| 7–8 | The student:  i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively**  ii. **effectively** organizes opinions and ideas in a **sustained**, **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. |  |

Criterion C: Producing text

**Maximum: 8**

At the end of year 5, students should be able to:

i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas.

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| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1–2 | The student:  i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity and **minimal** exploration of and critical reflection on new perspectives and ideas    ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  iii. selects **few** relevant details and examples to develop ideas. |
| 3–4 | The student:  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    ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience    iii. selects **some** relevant details and examples to develop ideas. |
| 5–6 | The student:  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  ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience    iii. selects **sufficient** relevant details and examples to develop ideas. |
| 7–8 | The student:  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  ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience  iii. selects **extensive** relevant details and examples to develop ideas with precision. |

Criterion D: Using language

**Maximum: 8**

At the end of year 5, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in a register and style that serve the context and intention

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

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| **Achievement level** | **Level descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 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. |
| 3–4 | 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. |
| 5–6 | 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. |
| 7–8 | 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. |