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| **Level** | **Criterion A: Content (receptive and productive)** | **Criterion B: Organisation** | **Criterion C: Style and Language Mechanics** |
| 1–2 | The student demonstrates **very limited** understanding of the text and topic, and **little or no** awareness of the author’s choices. There is **little or no** detail, development or support.  The use of terminology is **missing, inconsistent** and/or **incorrect**. | The student **rarely** employs organizational structures and/or language-specific conventions, or uses those that **do not** serve the context and intention.  The work is generally **disorganized, unclear** and/or **incoherent**.  The student employs critical apparatus **inappropriately** or **not at all**. | 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.  There is **little or no evidence** of a register and style that serve the context and intention.  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. |
| 3–4 | 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**.  The student **attempts to** employ literary and/or non-literary features; these **sometimes** serve the context and intention.  The use of terminology is **sometimes** accurate and appropriate. | The student **sometimes** employs organizational structures and/or language-specific conventions that serve the context and intention.  The work shows the **beginnings** of organization but **lacks coherence**.  The student employs critical apparatus with **limited success**. | The student employs a **limited range of appropriate** vocabulary, idiom and sentence structure. There are **frequent** errors in grammar and syntax, which **hinder** communication.  There is **some evidence** of a register and style that serve the context and intention.  There are **frequent errors** in punctuation and spelling/writing, which **hinder** communication.  In oral/presentation work there is **some** competence in oratory technique. |
| 5–6 | The student demonstrates a **sufficient** understanding of the text and topic, and an **awareness** of the author’s choices, using **adequate** detail, development and support.  The student **generally** employs literary and/or non-literary features that serve the context and intention.  Terminology is **usually** accurate and appropriate. | The student **usually** employs organizational structures and language-specific conventions that serve the context and intention.  The work is **generally organized, clear and coherent**.  The student **generally** employs critical apparatus **correctly**. | The student **generally** employs a range of **appropriate** vocabulary, idiom and sentence structure. Grammar and syntax are **generally** accurate; **occasional** errors **sometimes hinder** communication.  The student **often uses** a register and style that serve the context and intention.  Punctuation and spelling/writing are **generally** accurate: **occasional** errors **sometimes hinder** communication. In oral/presentation work there is **adequate** competence in oratory technique. |
| **Level** | **Criterion A: Content (receptive and productive)** | **Criterion B: Organisation** | **Criterion C: Style and Language Mechanics** |
| 7–8 | The student demonstrates a **good** understanding of the text, topic and the author’s choices, using **substantial** detail, development and support.  In creative work, pieces reflect imagination and sensitivity; the student employs literary and/or non-literary features that serve the context and intention.  **Relevant** terminology is used accurately and appropriately. | The student **usually** employs organizational structures and language-specific conventions that serve the context and intention.  The work is **generally organized, clear and coherent**.  The student **generally** employs critical apparatus **correctly**. | The student employs a range of **appropriate** vocabulary, idiom and sentence structure. Grammar and syntax are **accurate**; occasional errors **rarely hinder** communication.  The student **consistently uses** a register and style that serve the context and intention.  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. |
| 9–10 | The student demonstrates a **perceptive** understanding of the text, topic and the author’s choices, **consistently** using **illustrative** detail, development and support.  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.  The student shows a **sophisticated command** of **relevant** terminology, and uses it appropriately. | The student consistently employs **sophisticated** organizational structures and language-specific conventions that serve the context and intention.  The work is **consistently** well-organized, clear and coherent and the ideas being expressed build on each other in a **sophisticated** manner.  The student **integrates** critical apparatus correctly **and effectively**. | 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.  The student demonstrates **mastery** of a register and style that serve the context and intention.  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. |