Language and Literature - Year One

AL	Language and Literature - Criterion A: Analysing	AL	Language and Literature - Criterion B: Organizing
0	The student **does not** reach a standard described by any of the descriptors below.	0	The student **does not** reach a standard described by any of the descriptors below.
1-2	i. provides **minimal** identification and comment upon significant aspects of texts ii. provides **minimal** identification and comment upon the creator's choices iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. **identifies few** similarities and differences in features **within and between texts.**	1-2	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 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	i. provides **adequate** identification and comment upon significant aspects of texts ii. provides **adequate** identification and comment upon the creator's choices iii. justifies opinions and ideas with **some** examples or explanations; uses **some** terminology iv. **identifies some** similarities and differences in features **within and between texts.**	3-4	i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with a **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5-6	i. provides **substantial** identification and comment upon significant aspects of texts ii. provides **substantial** identification and comment upon the creator's choices iii. **sufficiently** justifies opinions and ideas with examples or explanations; uses **accurate** terminology iv. **describes some** similarities and differences in features **within and between texts.**	5-6	i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with a **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	i. provides **perceptive** identification and comment upon significant aspects of texts ii. provides **perceptive** identification and comment upon the creator's choices iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology iv. **compares and contrasts** features **within and between texts.**	7-8	i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas with a 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.

Language and Literature - Year One

AL	Language and Literature - Criterion C: Producing Text	AL	Language and Literature - Criterion D: Using Language
0	The student **does not** reach a standard described by any of the descriptors below.	0	The student **does not** reach a standard described by any of the descriptors below.
1 - 2	**i.** produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of 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 support ideas.	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.** produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas **ii.** makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience **iii.** selects **some** relevant details and examples to support ideas.	3 - 4	**i.** uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression **ii.** **sometimes** writes and speaks in an 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.** produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of 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 support ideas.	5 - 6	**i.** uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** **ii.** writes and speaks **competently** in an 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.** produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas **ii.** makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience **iii.** selects **extensive** relevant details and examples to support ideas.	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.